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ABSTRACT

Developed to help Alberta, Canada, teachers implement a new sequence of social studies courses, this teacher resource manual offers suggestions for organizing, teaching, and evaluating the new program, and additional information about the program. It is organized into the following sections and subsections: (1) Teaching Social Studies--social studies program objectives, fundamental goals, thinking and responsible citizenship, teaching strategies, meeting students' needs, and technology in the social studies classroom; (2) Planning for Instruction--planning, evaluation, and planning for the course; (3) Instruction/Evaluation Strategies; (4) Organizational Models and Activities--Social Studies 13--Canada in the modern world, Social Studies 23--the growth of the global perspective, and Social Studies 33--the contemporary world; and (5) Learning Resources. Six appendices also are included. (DB)

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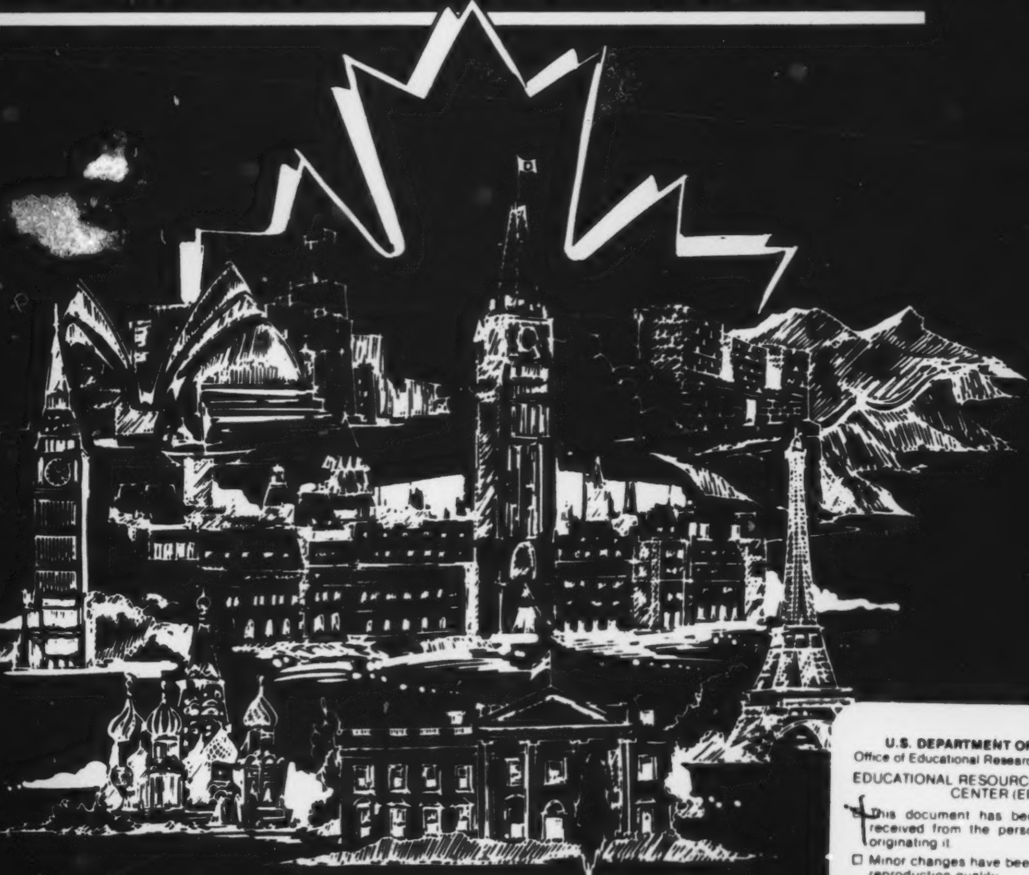

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SOCIAL STUDIES 23

SOCIAL STUDIES 33

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INTRODUCTION

The Teacher Resource Manual

This teacher resource manual was developed to help teachers implement the new Social Studies 13, 23 and 33 courses. It offers suggestions for organizing, teaching and evaluating the new program and provides additional information about the program. This support document should be used together with the *Program of Studies* for Social Studies 13, 23 and 33.

The 12 organizational models and numerous exercises and activities are based on the program's topics of study. They illustrate ways to cover the course objectives. The TRM is not a series of self-contained teaching units for each topic. It includes numerous appropriate examples of the kinds of activities that can be used to develop some of the program objectives, but neither provides nor prescribes the exercises and activities necessary to cover all social studies objectives.

The suggested activities for each model include opening and closing exercises. Teachers will find that many of the activites can be used for other topics and adapted to meet students' needs. All of these materials can and should be integrated with other support resources for Social Studies 13, 23 and 33.

The Social Studies Program

The new program was designed to provide teachers and students with more specific social studies content. Other important features of the new social studies program are noted below.

- The number of required credits in social studies has increased from 10 to 15 for both a General High School Diploma and an Advanced High School Diploma.
- A new Social Studies 13/23/33 sequence has been introduced to meet the learning needs of students who require alternate strategies in acquiring knowledge, skills and positive attitudes.
- The program has been organized around topics to allow for more flexibility.
- Increased emphasis has been placed on critical and creative thinking skills in the high school social studies program.
- Use of a variety of inquiry strategies is encouraged. At least one question and one issue must be addressed in each topic of study.
- Objectives are organized under knowledge, skills and attitudes, with equal weight given to knowledge and skills for formal evaluation; attitudes are to be informally evaluated.
- A provincial Integrated Occupational Program will include two three-credit social studies courses beginning in 1990.

TEACHING SOCIAL STUDIES

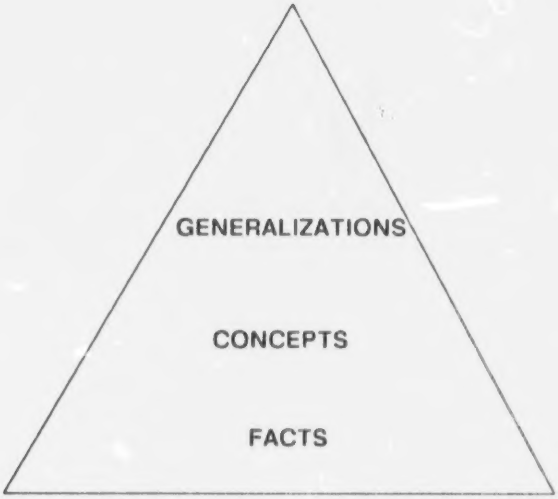
Social Studies Program Objectives

Social studies is organized around knowledge, skill and attitude objectives. These objectives should not be addressed separately or sequentially but should be integrated to reflect and meet the overall program goal of responsible citizenship.

The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights and responsibilities of a citizen in a democratic society and in the global community (**knowledge**)
- participating constructively in the democratic process by making rational decisions (**skills**)
- respecting the dignity and worth of self and others (**attitudes**).

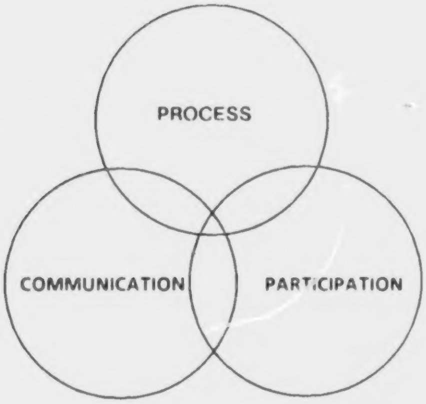
A. Knowledge: information that a person acquires through experiences.



Knowledge objectives for social studies topics are organized through generalizations, concepts and facts. Facts and generalizations can be expressed as statements; generalizations are less specific than facts and have broad applicability. The interdisciplinary nature of social studies emphasizes generalizations, concepts and facts drawn from history, geography, economics and other social sciences.

Generalization:	rule or principle that shows relationships between two or more concepts.
Concept:	idea or meaning represented by a word, term or other symbol that stands for a class or group of things.
Fact:	part or piece of information that applies to specific situations; for example, specific statements about people, things, events or ideas.

B. Skills: abilities or techniques gained by practice or experience.



The ability to solve problems and make decisions, to read, listen, view, speak and write effectively, and to work with others, contributes to the development of citizens who are sensitive to and respect the views of others. Describing skills in this way helps clarify the objectives of social studies. It does not, however, reflect the way students acquire and use these skills, nor does it reflect the way these skills should be taught. The skills and their categories are interrelated. It is expected that the teacher will teach them in an integrated fashion so that the relationships between and among these skills may be understood and applied by the students. (See Skill Development Chart – Appendix.)

Process Skills: skills that help one acquire, evaluate and use information and ideas

- locating/interpreting/organizing
- analysing/synthesizing/evaluating

Communication Skills: skills that help one express and present information and ideas

- speaking
- displaying and demonstrating
- writing

Participation Skills : skills that help one interact with others

- intrapersonal
- interpersonal relations
- group process and discussion

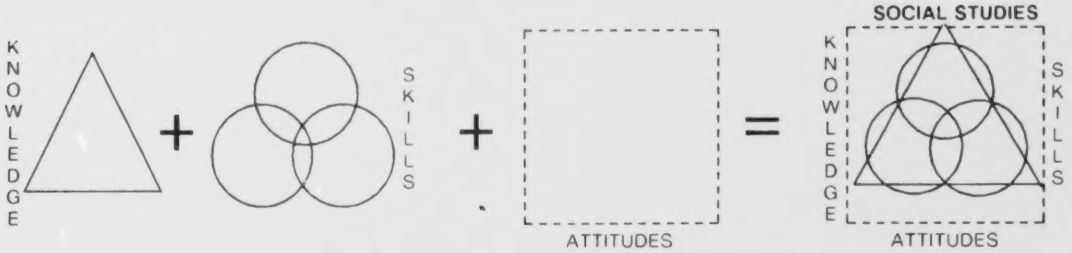
C. Attitudes: thoughts or feelings a person develops from beliefs, values and experiences, which influence behaviour or action.

Honest
Fair/Just
Kind
Tolerant
Forgiving
Loyal
Committed to democratic ideas
Thinks critically
Open-minded
Appreciative
Intellectually curious
Creative
Cooperative
Accepting
Attentive
Industrious
Possesses a strong sense of self-worth

Students' actions and reactions to events and situations reflect their attitudes. The development of attitudes is part of the development of essential personal characteristics. The more important attributes that schools should foster are indicated in "Developing Desirable Personal Characteristics" (see Appendix V). Schools are expected to prepare students for life, by promoting positive attitudes. Social studies, with its goal of preparing students for responsible citizenship, has a special role in developing constructive attitudes. Teachers should take this into consideration when selecting or preparing classroom activities.

The attitude objectives are related to the knowledge and skill objectives; they should, therefore, be incorporated into the instructional process. Students' progress should be assessed, but performance on attitude objectives should not be used as part of the evaluation to calculate grades. The general examples given in the program of studies and the objectives established for each topic of study will assist teachers in understanding the nature and purpose of attitude objectives.

D. Linking Knowledge, Skills and Attitudes



The social studies program objectives are **prescribed**. They must be included in the planning of course and classroom instruction. The knowledge, skill and attitude objectives are closely interrelated. Frequently, certain attitudes are a necessary precondition for skill development and knowledge acquisition. The teacher's role is to provide experiences and to design activities that meet all three objectives—knowledge, skills and attitudes. Skills and concepts are linked together in questions to guide the study of topics. The challenge is to focus on thinking as a central goal, through planned instruction.

E. Social Studies and Values

Values are still an integral part of the knowledge, skill and attitude objectives of the social studies program. Values have been organized and incorporated into the curriculum in a manner different from that of the values section of the 1981 social studies program.

Values are fundamental ideas about what is important in life; they are the standards of conduct by which individuals, groups and nations think, act and make judgments. By its very nature, the social studies curriculum includes issues involving values. To understand why people act the way they do, one has to examine their underlying reasons for action, including the values that motivate them.

In the new program, the development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives. The development of values competency (analysis and decision making) is incorporated in the skill objectives. The development of attitudes related to values is obviously incorporated in the attitude objectives.

Fundamental Goals: Thinking and Responsible Citizenship

Responsible citizenship is the ultimate goal of social studies. Basic to this goal is the development of students' abilities to think clearly. Therefore, thinking strategies and skills are an essential part of social studies.

In an open and democratic society where individuals make informed choices about their own actions and the actions of society, reflective thinking is part of citizen participation. Students need to be involved in gathering, examining, organizing, analysing and evaluating information to develop conclusions or solutions and deciding what actions to take.

Problem solving and decision making involve students in complex thinking processes. Facts and concepts can never be completely separated from the values and attitudes of individuals. We live in a complex world where problems and issues have to be addressed and resolved.

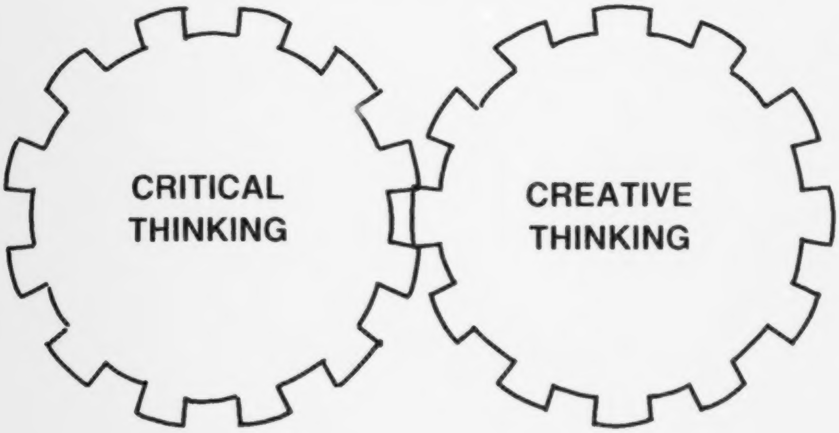
A. Critical and Creative Thinking

Critical Thinking:	the process of determining the authenticity, accuracy and worth of information or knowledge claims. It consists of a number of strategies each of which to some degree combines analysis and evaluation.

Critical thinking is a process of analysing and evaluating claims, conclusions, definitions, evidence, beliefs and actions. This process uses various criteria to make judgments about the past, present and future. It is not a single activity or skill. While it may include problem solving, decision making or using Bloom's taxonomy, it is not synonymous with these. What distinguishes critical thinking from other thinking strategies is the purpose to which it is put—to evaluate the importance of an idea.

Creative Thinking:	the process of producing novel and insightful approaches and ideas.

Creative thinking emphasizes divergent thinking and the production of new and original ideas. We value it for producing new knowledge, innovations and artistic expressions.



Critical and creative thinking are not mutually exclusive, but are complementary.

Critical and creative thinking (judging and producing ideas) use a number of strategies that require various skills. Some of the skills are listed below.

Critical Thinking Skills

- Distinguish between facts and opinions
- Determine the reliability of information
- Determine the accuracy of information
- Distinguish relevant from irrelevant information
- Detect bias, stereotyping, clichés and propaganda
- Identify assumptions
- Identify ambiguous statements
- Recognize inconsistencies in a line of reasoning
- Determine strength of an argument
- Consider and assess a variety of alternatives before forming an opinion or making a decision

Creative Thinking Skills

- Reassess ideas and approaches
- Identify new ways of doing things
- Combine the best from the old and the new
- Organize ideas in new ways
- Express thoughts and feelings in original ways

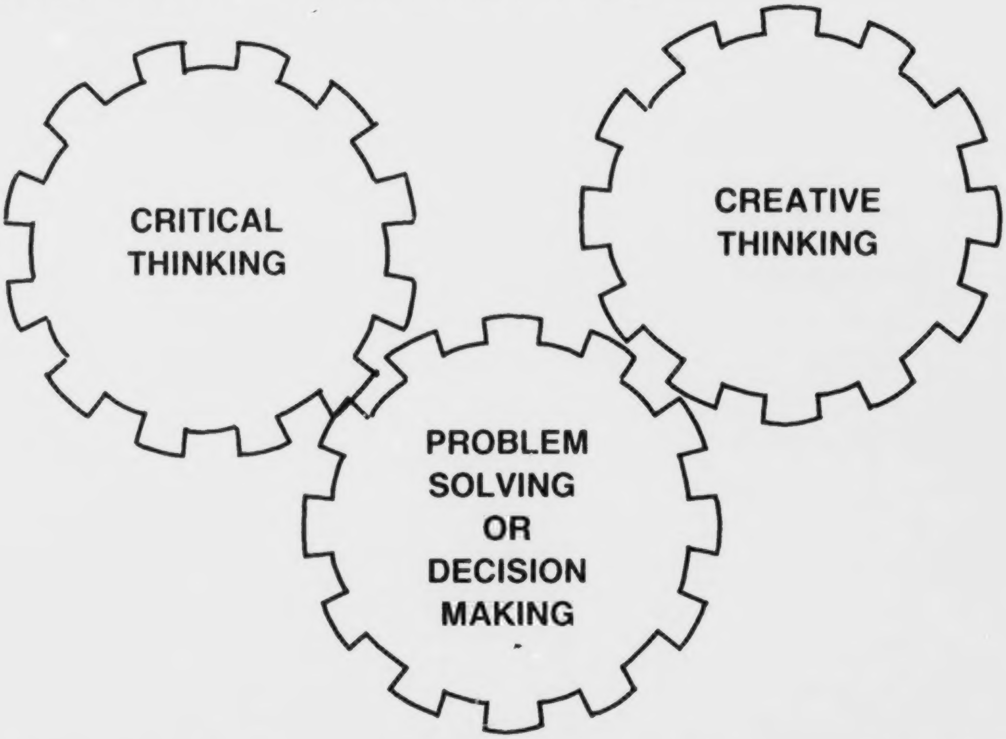
B. Inquiry Strategies

Inquiry strategies are used to seek information about a question, a problem or an issue (using process, communication and participation skills). A **problem** is any situation for which a solution is desired. An **issue** is a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Problem Solving:	is a strategy that uses a variety of skills to answer a question or solve a problem. • who, why, what, where, when, how
Decision Making:	is a strategy that uses values and a variety of skills to determine a solution to a problem issue that involves a choice and that requires a decision for action. • should, how should, to what extent should

In a sense, problem solving may be thought of as "knowledge" inquiry, while decision making is "making choices" inquiry. Problem solving involves understanding and explaining the world. Decision making involves considering alternatives and resolving issues. Students are required to select the best course of action in a complex situation. The emphasis in problem solving is on "what is," while in decision making the emphasis is on "what ought to be." While both inquiry strategies lead to new knowledge, skills and attitudes, decision making leads to action that may involve the student personally.

Critical and creative thinking are used in these two inquiry strategies.



The following inquiry strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and students' maturity.

A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEMS

- Define the question/problem.
- Develop questions or hypotheses to guide research.
- Gather, organize and interpret information.
- Develop a conclusion/solution.

Conclusion: a statement of knowledge developed as an answer to a question or problem about a specific situation.

A MODEL FOR MAKING DECISIONS

- Identify the issue.
- Identify possible alternatives.
- Devise a plan for research.
- Gather, organize and interpret information.
- Evaluate the alternatives using collected information.
- Make a decision; plan or take action consistent with the decision (if desirable and feasible).
- Evaluate the action plan and decision-making process.

SAMPLE PROCEDURES AND QUESTIONS TO BE USED WITH A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEMS

Define the Question/Problem

- Clarify the question/problem.
  - What are the elements of the question/problem and how are they connected?
- Review what is already known about the question/problem.
  - What is known? Unknown?
- Make it manageable.
  - Narrow (limit) it to specific area or focus.

Develop Questions or Hypotheses To Guide Research

- Develop a mental image of the problem (framework) and its solution.
  - State hypothesis.
- What are the questions that need to be answered?
  - What are we looking for?
  - What is the cause?
  - Who or what is involved or affected?
  - How should key terms be defined?
  - What information is needed?
- What are the possible sources and location of information? (print, non-print, interviews, surveys)

Gather, Organize and Interpret Information

- Use locating/interpreting/organizing skills.
  - Acquire information to find answers to questions through listening, observing, reading and using community resources.
  - Differentiate between main and related ideas.
  - Identify points of view expressed in cartoons, pictures, photographs.
  - Identify relationships among variables within charts, graphs and tables.
  - Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
  - Read and interpret maps.
  - Make notes (jotting, point form, webbing) that outline the main and related ideas from reading, listening and observing.

Develop a Conclusion/Solution

- Use analysing/synthesizing/evaluating skills.
  - Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
  - Draw conclusions.
  - Categorize information to develop concepts.
  - Make generalizations by stating relationships among concepts.
  - Evaluate answer, conclusion or solution to see if it is appropriate.

Note: These procedures should not be applied in rigid, lock-step sequence.

SAMPLE PROCEDURES AND QUESTIONS TO BE USED WITH A MODEL FOR MAKING DECISIONS

Identify the Issue

- Clarify the question/problem.
  - What are the elements of the issue and how are they connected?
  - What are the related questions or issues?
  - What values are involved?
  - What value positions can be identified?
- Review what is already known about the issue.
  - What is known? Unknown?
- Make it manageable.
  - Narrow (limit) it to specific area or focus.

Identify Possible Alternatives

- What are the choices?
- What points of view are at work?
- Are there rules, laws and principles to consider?

Devise a Plan for Research

- What are the questions that need to be answered?
  - What are we looking for?
  - What is the cause?
  - Who or what is involved or affected?
  - Who is making what arguments?
  - How should key terms be defined?
  - What information is needed?
  - What will happen if nothing is done?
- What are the possible sources and location of information? (print, non-print, interviews, surveys)

Gather, Organize and Interpret Information

- Use locating/interpreting/organizing skills.
  - Acquire information to find answers to questions through listening, observing, reading and using community resources.
  - Differentiate between main and related ideas.
  - Identify points of view expressed in cartoons, pictures, photographs.
  - Identify relationships among variables within charts, graphs and tables.
  - Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
  - Read and interpret maps.
  - Make notes (jotting, point form, webbing) that outline the main and related ideas from reading, listening and observing.

SAMPLE PROCEDURES AND QUESTIONS TO BE USED WITH A MODEL FOR MAKING DECISIONS (contd.)

Evaluate the Alternatives Using Collected Information

- Use analysing synthesizing evaluating skills.
  - Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
  - Draw conclusions. Determine values underlying a position.
  - Categorize information to develop concepts.
  - Make generalizations by stating relationships among concepts.
- What are the possible consequences of each alternative?
  - What are the pros and cons of the alternative?
  - What are the costs and benefits of the alternative?
  - What side effects might be anticipated?

Make a Decision; Plan or Take Action Consistent With the Decision (if desirable and feasible)

- Select the best alternative.
  Consider the feasibility and desirability of each alternative.
  - How can priorities be established?
- Make a decision.
  - What is the basis of the decision?
- What can be done?
  - Create a plan of action to apply the decision. (What are the steps of the action plan?)
  - Apply the plan.

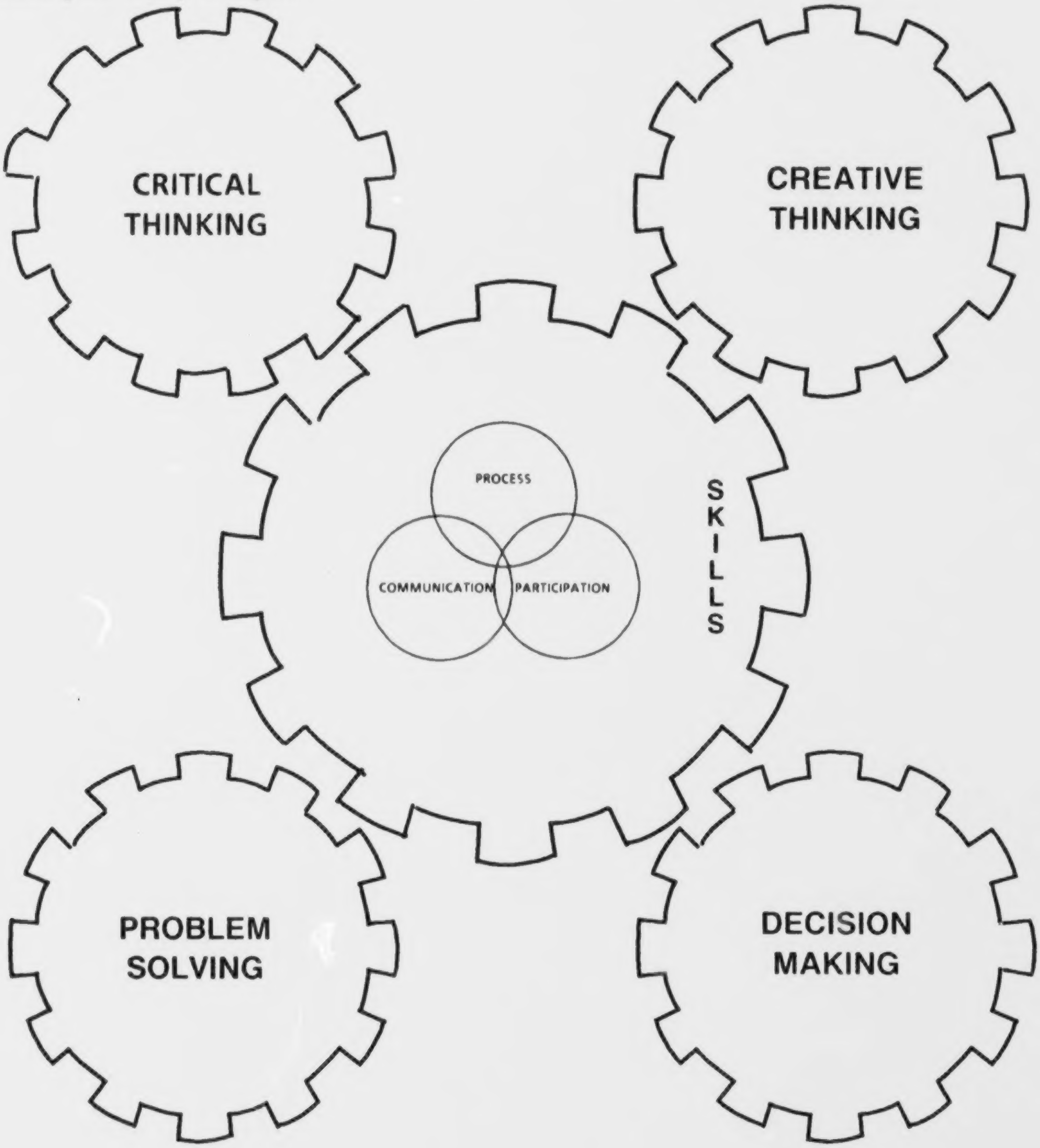
Evaluate the Action Plan and the Decision-making Process

- Does it resolve the issue?
- What will constitute success?
- How will the results be evaluated?
- Can the decision be reversed if necessary?
- How would you like the decision applied to yourself?
- How does the decision consider the rights of others?

Note: These procedures should not be applied in rigid, lock-step sequence.

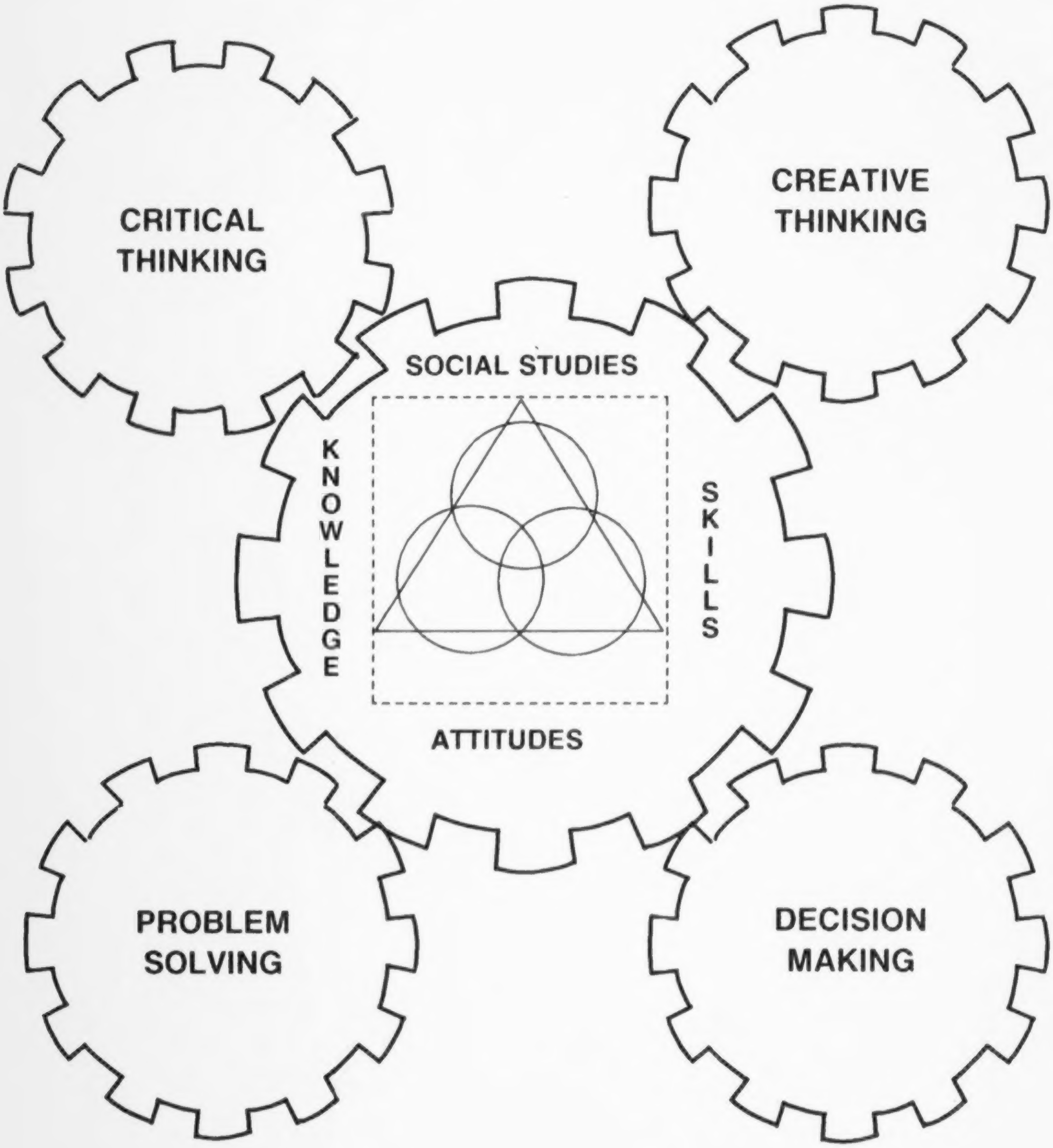
C. Linking Skills to Thinking and Inquiry Strategies

Combinations of basic skills—process, communication and participation skills—are used in all forms of thinking and inquiry strategies.


CRITICAL THINKING
CREATIVE THINKING
PROCESS
COMMUNICATION
PARTICIPATION
SKILLS
PROBLEM SOLVING
DECISION MAKING

D. Linking Social Studies and Thinking

When students engage in problem solving or decision making, they are also using creative and critical thinking. Each social studies topic has issues and questions for inquiry. To ensure that critical and creative thinking occur, issues and questions must be addressed using appropriate inquiry strategies. Teachers may use different strategies to promote critical and creative thinking.


CRITICAL THINKING
CREATIVE THINKING
SOCIAL STUDIES
KNOWLEDGE
SKILLS
ATTITUDES
PROBLEM SOLVING
DECISION MAKING

23

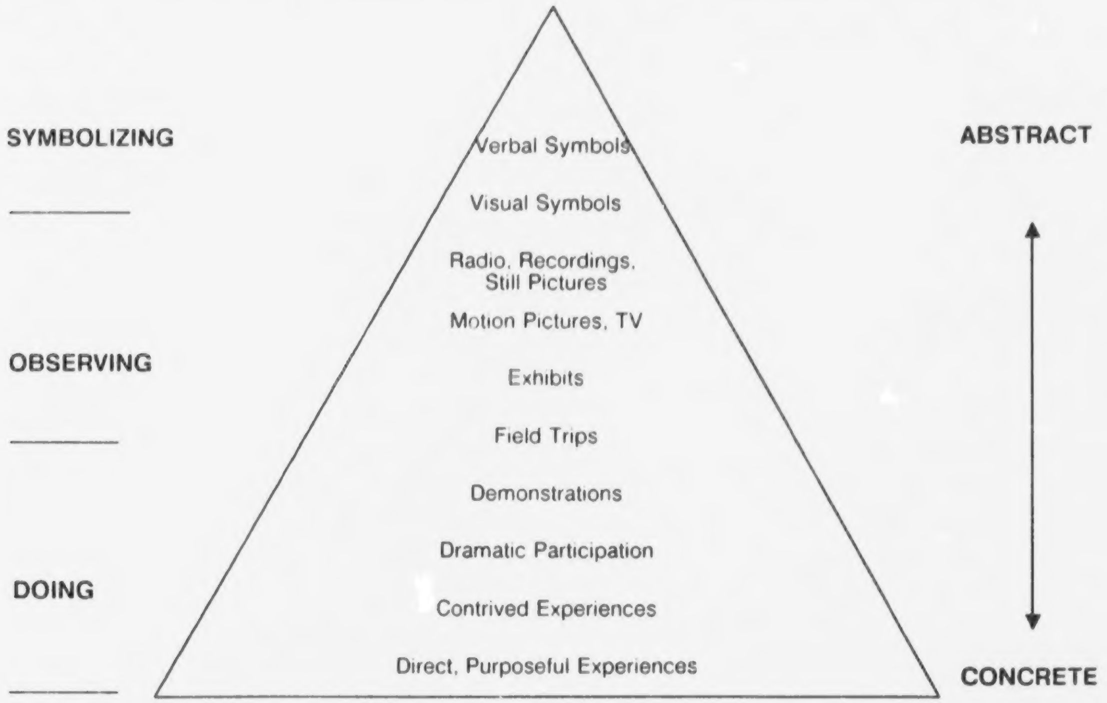
Teaching Strategies

To achieve the goal of responsible citizenship and the development of students' thinking skills, instructional strategies as well as content must be appropriate to students' developmental levels. Many students are "present-oriented" and learn best from personal or tangible experiences. Teaching strategies for these students should be based on the following:

- concrete reality and experience
- new learning based on previous learning experiences
- students actively involved in their learning
  - "hands-on" activities
  - peer interaction (discussion)
- individual student's interests, needs and experiences
- individual learning styles
- positive learning environment.

Teachers should be sensitive to both the developmental stages and learning styles of their students. (See Appendix VI for a list of Alberta Education documents in this area.) Within any group of students there will be a wide range of interests, abilities and styles of learning. Effective teaching should therefore include a variety of activities. These should provide students with opportunities to use pictures, maps, audio-visual materials, art, music, drama, film, as well as written materials, as sources of information and presentation of information. Media resources should be an integral part of instruction. Students need to understand media—not just what they see and hear, but the meaning behind the message.

Students progress developmentally from concrete to abstract thinking. Students in the early grades, and less intellectually mature students at any grade level or within a subject area, need "hands-on" experience. Dale's "Cone of Experience" is one model of this progression.


SYMBOLIZING
OBSERVING
DOING
Verbal Symbols
Visual Symbols
Radio, Recordings, Still Pictures
Motion Pictures, TV
Exhibits
Field Trips
Demonstrations
Dramatic Participation
Contrived Experiences
Direct, Purposeful Experiences
ABSTRACT
CONCRETE

Teaching strategies include the following:

A. Deductive and Inductive Methods

The deductive method is reasoning from a generalization to particular cases or specific information. The inductive method is reasoning from specific information to form generalizations. Both inductive and deductive teaching strategies are important. The methods are not mutually exclusive; teaching activities may contain both strategies on a continuum.

B. Inquiry

The availability of learning resources and time can determine both the number and the depth to which problems and issues can be explored. Focusing on content rather than methodology can also contribute to a lack of emphasis on inquiry. Students may, for example, learn what historians have found out but may not learn how to discover historical facts for themselves. Inquiry involves students in discovering knowledge for themselves and is a mandated part of the program.

C. Questioning

Questioning is an important strategy in teaching and learning. It is a key stimulus to comprehension, problem solving, decision making and critical and creative thinking. Answering questions and asking questions are two basic types of questioning skills used by teachers and students in various situations. Effective questions include questions from both the cognitive (processing information) and affective (interests, attitudes) domains. Questions should be used to motivate, instruct or evaluate. In addition, students should be encouraged to develop the skills of asking their own questions. The questions that teachers ask can serve as models but students should receive instruction on how to ask and answer their own questions. Questioning is the "seed of inquiry" and student learning is enhanced by being involved in generating questions to help them process information.

A variety of types of questions should be used. Four types of questions are memory, convergent, divergent and evaluative. These types of questions may be placed on a continuum moving from closed to open questions. The four levels of questions are:

Memory-level questions:	require recall of factual information (definitions, time, place). They are closed questions because there can be only one answer.
Convergent-level questions:	require recall of facts or ideas and can be restated in one's own words with emphasis on relationships between facts. They are closed questions because there are correct answers, but answers need not be rote memory.
Divergent-level questions:	require original and creative responses by combining facts and ideas in order to draw conclusions (speculation). They are open questions as there is no correct answer, but answers are based on accurate information.
Evaluative-level questions:	call for judgment and choice based on evidence, values. They are open questions as there is no correct answer, only one's opinion or choice.

Various models of intellectual functioning have been developed. Hilda Taba classified questions into four categories: open questions, focusing questions, interpretive questions and capstone questions. According to Benjamin Bloom, there are six levels of intellectual functioning for which questions should be constructed: recall, comprehend, apply, analyse, synthesize and evaluate. Although the categories are often described as being at different levels, one should not infer that one category is better, or of greater worth than others. What is important is that there be a balanced emphasis on these processes. The research shows that questions should be asked at all levels to encourage students to think at all levels.

The following list is intended to assist teachers in constructing questions for classroom discussion, activities, assignments and examinations. It is important to recognize that the answers determine the process level used, not the questions. Types of questions can be adjusted to the learning styles of students and to their mental maturity.

Questioning

Levels	Key Words	Examples
REMEMBERING KNOWLEDGE (recalling/recognizing) Recalling or recognizing information from memory.	Define Describe Identify Label List Locate Match Name Record	How ... ? What ... ? When ... ? Where ... ? Which ... ? Who ... ? Why ... ? Locate various sources of information.
COMPREHENSION (translating/interpreting/extrapolating) Understanding the meaning of information. Changing information from one form to another. Discovering relationships.	Explain Outline Paraphrase Rephrase Restate Reword Translate	Recognize the main idea. Explain what is meant. Explain in your own words. Give an example. Condense this paragraph. State in one word. What part doesn't fit?
APPLICATION (organizing) Using learning, information in new situations.	Apply Change Demonstrate Illustrate Manipulate Select Use	Select the statements that best apply. Tell how, when, where, why. Tell what would happen. What would happen if ... ? What would result ... ? This applies to ... Does this mean ... ?
ANALYSIS (taking apart) Separating information into basic parts so that its organizational structure can be understood - identifying elements, relationships.	Analyse Categorize Classify Compare/Contrast (similarities/differences) Differentiate Distinguish Examine Identify parts Infer Outline (no format given) Separate	What relationship exists between ... ? Analyse costs, benefits and consequences. What motive is there ... ? What is the point of view of ... ? What is the theme, main idea, subordinate idea? Distinguish fact from opinion. What is relevant and non-relevant information? What inconsistencies ... ? What persuasive technique ... ? What does the author believe, assume ... ?

Questioning (contd.)

Levels	Key Words	Examples
SYNTHESIS (putting together) Combining parts into new or original pattern. Creativity.	Combine Compose Conclude Construct Create Design Develop Formulate Imagine Invent Make Plan Predict Produce Suggest Summarize	Formulate hypothesis or question. Plan an alternative course of action. Draw conclusion based on observations. What if ... ? How would ... ? How can ... ? How could ... ? If this ... then what? How else would you ... ? State a rule. What would you predict ... ?
EVALUATION (judging) Judging whether or not something is acceptable or unacceptable according to definite standards.	Assess Choose Compare (pros/cons) Debate Decide Evaluate Judge Justify Prioritize/Rank Rate Recommend	Do you agree? Give your opinion. What do you think of ... ? Which do you prefer? Which is better? Would it be better if ... ? Judge bias, emotion, motivation. The best ... The worst ... If ..., then ...

Use strong action verbs to ensure that instructional objectives—for class discussions, activities, assignments and examinations (particularly free-response tests)—are clear to students. Avoid words such as "discuss" unless you clarify further what is expected of students.

Meeting Students' Needs

Some students need much more guidance than others and need to be told how they are doing through frequent evaluation. Goals must be realistic; attempting to achieve unrealistic expectations is frustrating. Learning must allow for exploration of individual interests and for problem solving and decision making.

The Elective Component

Students need opportunities to do things they can do well. The elective component provides teachers with opportunities to adapt or enhance the required component to meet the diverse needs and capabilities of individual students.

These diverse needs may be met through a variety of enrichment and remediation activities, such as:

- learning through concrete examples and with the use of audio-visual aids;
- exploring the concepts in a greater degree of complexity or at a higher level of abstraction;
- learning through more highly structured teaching procedures;
- learning through open-ended activities;
- investigating alternative topics and relevant issues;
- undertaking more or fewer cognitively demanding assignments or modifying time requirements;
- mastering concepts and skills through additional practice in varied situations;
- coaching other students in peer or cross-age tutoring; and,
- expressing themselves in various modes of communication (art, music, drama, film).

Most students should be involved in activities that are concrete. This does not mean they are not able to deal with abstract concepts but that such concepts must be presented in concrete, meaningful ways. The knowledge must be presented through classroom activities that are related to the students' everyday experiences. The activities should provide students with opportunities to use pictures, maps and audio-visual materials, as well as written materials, as main sources of information.

Technology in the Social Studies Classroom

Technology has an important role in social studies classrooms. The computer, the calculator, videotape equipment, cassette recorders and other hardware can all be used to meet students' needs. The computer provides opportunities to teach concepts in history, economics, geography and political science through the use of computer games. Computer programs can be used for drill in specific skills or to provide individualized instruction. Instructional television programs can extend students' knowledge of other countries, historical fiction and world issues, for example. Traditional media such as films, filmstrips, and tapes or records can recreate actual events and assist students whose learning styles are not textbook-oriented.

The integration of technology in the social studies program will help meet the educational needs of all students. Students must understand the concepts, the potential impact and the uses of technologies such as electronic communications and computer networking. The use of databases, spread sheets and word processors should also be encouraged.

For students to understand the potential of technology and harness its potential productivity, technology integration in schools must focus on three areas:

Learning about technology:	focuses on the "discipline" of technology and includes the study of tools, machines, techniques, technological systems and their roles in society (past, present and future).
Learning with technology:	focuses on technology as a tool, as an aid to problem solving or getting work done. See the Social Studies 13/23/33 Skill Development Chart.
Learning through technology:	uses technology to deliver instruction. A small component of learning through technology is computer-based instruction and computer-assisted learning. Computer-assisted learning is sometimes divided into categories such as drill and practice, tutorials and simulations.

PLANNING FOR INSTRUCTION

Planning

When planning for instruction teachers should begin at the end by identifying what students should know, be able to do, think and feel after instruction. Planning includes evaluation of the destination that teachers want their students to reach. Through instruction, teachers attempt to reach the destinations—the goals and objectives—that have been identified through the planning process. The basic elements of planning are:

- identify **where** the students are going (learner expectations—knowledge, skills and attitudes)
- identify **how** the students will get there (instructional strategies)
- identify how you will know **when** the students have arrived (evaluation strategies).

Planning is a systematic approach to integrating learning experiences to achieve the knowledge, skill and attitude objectives. However, the instructional plan is a proposal, not a recipe. It should have sufficient flexibility to allow the teacher to relate to students' abilities and to take advantage of learning opportunities that may arise during instruction. Instructional planning includes yearly, unit and daily lesson planning. The elements used in planning at the three levels are similar but vary in the degree of detail.

Long Range Course Plan (general)
Unit Plan ↕
Daily Lesson Plan (specific)

Long-range course and unit plans should be communicated to students, parents and administrators. Outlines distributed to students should include evaluation criteria, to allow individual students to keep a record of their own progress and avoid any surprises at report card time.

When the expected outcomes of the course are clear to both teacher and students, evaluation will enhance learning. The instructional process is not only easier to assess, but ongoing student-teacher feedback allows for adjustments to methods and materials. When a student is making progress in achieving goals, he or she becomes motivated to continue being involved in learning experiences.

Evaluation

Evaluation is an integral part of planning: it is not something to be considered after instruction. To emphasize this point, the evaluation section is not at the end of the TRM as it might be in many similar documents or texts.

Evaluation, within the Alberta social studies curriculum, is the process of collecting, analysing and interpreting information to form judgments about program objectives, teaching strategies, student achievement and instructional resources. Evaluation should be addressed during all phases of planning and instruction.

The function of evaluation goes beyond that of judging levels of achievement and assigning grades. It also includes assessment of students' needs and progress, and consideration of ways that basic resources and support materials can be used to advantage during instruction.

Assessment at the beginning of a year, unit or section of study is used to determine the degree to which prerequisite knowledge, skill and attitude objectives have been mastered as a result of previous instruction. Ongoing evaluation during the course of instruction provides constant feedback to students and teachers about the progress of learning. Evaluation for the purpose of assigning grades is also ongoing, but it occurs at the end of rather than during a lesson, unit or course of study. These forms of assessment at the beginning, during and at the end of instruction are referred to as diagnostic, formative and summative evaluation respectively.

A. Evaluation Strategies

Evaluation methods should relate directly to specific instructional strategies. Each evaluation activity, including examinations, should be designed to promote students' growth. Any strategy that will help the student make greater progress in learning can be used as an evaluation technique.

Evaluating Knowledge

Students need to be able to demonstrate understanding of concepts and generalizations based on factual information. However, recognizing and memorizing factual content must be balanced with using and applying information. Students' understanding can be observed and evaluated as they solve problems, make decisions, hold discussions, and write reports, essays and tests. Asking questions is a useful way to test a student's ability to understand information. The level of questions (based on Bloom's Taxonomy: recall, comprehend, apply, analyse, synthesize, evaluate) can indicate how, and how well, a student uses knowledge. Questions should be asked at all levels, to encourage students to think at all levels (see "Questioning," pp.16–18).

Evaluating Skills

Students use many different skills every day in various situations. The teacher has numerous opportunities for evaluation by observing students using knowledge in a variety of activities, including research activities and inquiry strategies as well as tests. The basic way to evaluate skill development is to put the student in a situation that requires the use of a skill, and then to judge his or her performance. Checklists are useful ways to record skill development. Samples of students' work show their progress as well.

Evaluating Attitudes

Evaluation of students' attitudes should be based on their growth in relation to the attitude objectives of the course. Direct observation of students' behaviour and evaluation of oral and written responses to questions are two main approaches to evaluating attitudes. Information about attitudes can be collected by using an attitude scale that contains a series of positive or negative statements about something. Measuring attitudes based on this method can be problematic as students can frequently distinguish between "good" and "bad" attitudes, and there is a strong tendency for them to give socially desirable answers. Thus observation is especially important, since behaviour is a better indication of feelings than are answers to questions. Informal discussion and student self-evaluation are also useful. Checklists and anecdotal records are useful for recording attitude development. Record keeping helps teachers remember attitudes held by students at the beginning of the unit or year and to note the changes that take place. **Students' performance on attitude objectives should not be used as part of the summative evaluation used to calculate grades**. Reporting should be descriptive rather than in the form of grades or percents. Further, to avoid misunderstanding, it should be presented orally in a student–teacher or parent–teacher conference. These are suggested ways of evaluating attitudes. Teachers must follow school system and school policies on evaluation.

B. Evaluation Criteria

The design of evaluation strategies, as well as the overall evaluation plan for each topic in social studies, should be guided by the following criteria:

- evaluation should be constructive;
- evaluation should be a continual process;
- evaluation should include diagnostic, formative and summative measures;
- evaluation should be purposeful and connected to the teacher's and the course objectives;
- evaluation should encompass the full range of social studies objectives (knowledge, skills, attitudes);
- evaluation of selected objectives should be a cooperative process involving students and teachers;
- evaluation should include a variety of techniques for obtaining information: e.g., observations, informal and formal tests, parent and pupil conferences, checklists, written assignments;
- records should be maintained to provide sufficient information for decision making;
- parents and students should be informed of the goals and objectives of the course, the criteria used to evaluate and the methods of evaluation;
- evaluation should include judgments about the relationship between personal teaching style, instructional resources and student achievement; and,
- evaluation should comply with local accreditation policies.

Weighting: To evaluate the course or each topic (unit), knowledge and skill objectives should have equal weight in the evaluation used to calculate grades (50 percent each). Assessment of attitude objectives should not be used as part of the evaluation for the calculation of grades.

C. Evaluation Instruments and Techniques

The following list identifies tools and techniques commonly used in evaluating cognitive (knowledge, skills, thinking and inquiry strategies), social, communicative and affective (attitudes) objectives for social studies. These are instruments and procedures for recording information and gathering evidence to serve as the basis for evaluating students. Sample evaluation techniques have also been incorporated into the activities for each topic.

The categories are flexible: some instruments and techniques fit into more than one area. The list is neither all-inclusive, nor exhaustive in its description of each instrument or technique.

* Key: Usual Purpose or Use – Knowledge (K)
– Skills (S)
– Attitudes (A)

INSTRUMENTS & TECHNIQUES	COMMENTS OR DESCRIPTIONS	*USUAL PURPOSE OR USE		
ANECDOTAL RECORD	This is an ongoing written log or diary of students' progress. A detailed record of specific observations, it provides useful data for analysis and interpretation. It is a very time-consuming method of recording information.		S	A
CHECKLISTS	Checklists can be used to evaluate "specific assignments" (see below) according to stated criteria. They can also be used to evaluate students' individual activities and participation in group activities and discussions. They serve as a reminder that something did or did not take place, or that something does or does not need improvement. Checklists can serve to record performance for a variety of different activities including assignment completion. Checklists are useful for self, peer and teacher evaluation. Unlike a rating sheet, a checklist does not rank items.	K	S	A
INTERVIEWS & CONFERENCES	While student–teacher discussions are usually held to move the student toward self-direction, they can be the basis of reviewing any activity or test. The interview or conference can be structured (with questions worked out in advance) or unstructured. Interviews can also replace a written exam.	K	S	A
MEDIA	Tape recordings and videotapes can be used by teachers and students for evaluation at a later time.	K	S	A
OBSERVATION	Observation is an excellent way to assess students, using such tools as anecdotal records, checklists and interviews. Data collection charts allow teachers to record information quickly; systematic observations of behaviour are recorded on a chart or matrix and then analysed. The focus is usually on individual students or a select number of students undertaking an activity over a given time. Observations can include students' responses to questions, use of time and materials, and participation in discussions and group activities.	K	S	A

INSTRUMENTS & TECHNIQUES	COMMENTS OR DESCRIPTIONS	USUAL PURPOSE OR USE		
QUESTIONNAIRES & INVENTORIES	These can be used for self-appraisal. An inventory provides a checklist to the student, related to his or her interests and attitudes. Questionnaires can also require sentence completion.			A
– true or false	Instead of indicating whether a statement is simply true or false, the student may be asked to indicate his or her response to statements that express an attitude: agree-disagree, or approve-disapprove.			A
– multiple choice	The choices provided to the stem of the question are scaled in terms of degree of favourableness.			A
– key-list questions	**The Likert Scale** : uses a 5-point key that may be used in connection with any attitude statement. Examples of the key are: strongly approve, approve, undecided, disapprove and strongly disapprove. A **summed score** may be established by weighting the responses to each statement from 5 for strongly approve to 1 for strongly disapprove.			A
	The Semantic Differential : uses descriptive words to indicate possible responses to an attitudinal object. The response indicates the direction and intensity of the student's beliefs from +3 (very favourable) through 0 to –3 (very unfavourable).			A
	Rank Order : in rank ordering, a group of three or more items is presented to the student which he or she arranges in the order of his or her preference. (This type of item is really a cross between the matching and key-list question.)			A
RATING SHEET	Similar to the checklist in that it can be used to gather various kinds of information. Difference is that this instrument ranks items. For example: • excellent/good/fair/unsatisfactory • often/regularly/seldom/never.	K	S	A
SAMPLES OF STUDENT WORK	Qualitative differences in student work are observed over time using written work, reports, maps, tests, etc.	K	S	A
PEER AND SELF-EVALUATION	Peer evaluation is used primarily in assessing other students' participation skills in group activities. Self-evaluation can be used in relation to activities and assignments as well as group work. There should be follow-up to self-evaluation such as a conference with the teacher.		S	

INSTRUMENTS & TECHNIQUES	COMMENTS OR DESCRIPTIONS	USUAL PURPOSE OR USE		
SPECIFIC ASSIGNMENTS				
Group Activities				
- role play	Students are assigned roles in a dramatic situation and enact the scene as they would handle it in real life.		S	A
- simulation game	Students compete for specified objectives and are bound by certain rules.		S	A
- panel discussion		K	S	A
Speaking Activities				
- oral presentation		K	S	A
- speech		K	S	A
- debate		K	S	A
Displaying/Demonstrating				
- artwork		K	S	
- charts, graphs, tables		K	S	
- mapmaking		K	S	
Written Assignments				
- paragraphs		K	S	A
- reports		K	S	A
- essays, position papers		K	S	A
TESTS *				
Objective Tests				
- matching	Items in one column are matched with those in other columns.	K	S	
- completion	"Fill in the blanks" type of questions.	K	S	
- true-false	Declarative statement is presented.	K	S	
- multiple choice	Task and solution predetermined. The stem presents the problem with a list of possible choices.	K	S	
- key-list questions	Essentially a series of multiple choice items in which the responses are given in a key and remain the same for all items.	K	S	
Free-Response Tests	Student organizes his or her answers.			
- sentence answers		K	S	A
- paragraph		K	S	A
- essay		K	S	A

*** Tests:** Testing should be balanced with other evaluation instruments and techniques to determine marks for reporting purposes.

Tests should be scheduled. Surprise tests should be used for diagnostic purposes and not for grades or report card marks.

Planning for the Course

A. Elements of a Long-Range/Course Plan

1. Subject
2. General Objectives
   a) Knowledge
   b) Skills
   c) Attitudes
3. Unit Titles (topics)
4. Learning Resources
5. Evaluation
6. Time Allocation

Through the process of long-range course planning, the following should happen:

- teachers increase their understanding of the program of studies (knowledge, skill and attitude objectives);
- knowledge, skill and attitude objectives will have "balanced coverage";
- by identifying the expected learning outcomes for an entire course, the process of evaluation becomes an aid to instruction rather than a separate entity in itself; and,
- teachers become more familiar with available learning resources.

EXAMPLE:

LONG-RANGE COURSE PLAN

SOCIAL STUDIES ________________________

Topic/Unit	Time*	Learning Resources	Summative Student Evaluation*
Topic A: Knowledge Skills Attitudes	9 weeks (Sept. __ to Nov. __)		35%
Topic B: Knowledge Skills Attitudes	9 weeks (Nov. __ to Jan. __)		35%
Review:	1 week *Allow time for review		Final Exam 30% TOTAL 100% *broad base – assignments, reports, debates, letters, group work, not just exams.

B. Elements of a Unit Plan

1. Title (topic)

2. Objectives
   a) Knowledge
   b) Skills
   c) Attitudes
   d) Inquiry (questions and issues)

3. Learning Resources

4. Methodology
   a) Introductory Activities
   b) Developmental Activities
   c) Culminating Activities

5. Evaluation

6. Time Allocation

The elements of a unit plan are similar to those of a long-range/course plan. The difference is in the amount of detail. Students need practice to develop the knowledge, skills and attitudes required. They also need opportunities to show that they have achieved the learning outcomes, and as well, to know how well they have done. Planning and instruction should allow students to frequently sense accomplishment. This means instructional objectives must be specific, monitorable and documentable.

EXAMPLE:

UNIT PLAN

Topic:

Objectives	Learning Resources	Methodology (Strategies/Activities)	Summative Student Evaluation	Time Allocation
Knowledge: Skills: Attitudes:		Introductory:	Map Assignment 50 Chart 50 Quiz 10	1 week
Knowledge: Skills: Attitudes:		Developmental:	Timeline 50 Paragraph 50 Quiz 20 Detecting Fallacies Assignment 50 Group Project 100	6 weeks (-1) (-1) (-2) etc.
Knowledge: Skills: Attitudes:		Culminating:	Group Interaction 50 Poster 50 Quiz 20 Oral Presentation 50 Essay 200 Unit Exam 250 TOTAL 1000	2 weeks

Unit Development Outline

As shown in the diagram, there are usually three parts to the development of a teaching unit.

APPROX. TIME	UNIT DEVELOPMENT OUTLINE: TOTAL LENGTH APPROX. 9 WEEKS (60 HOURS)		
		Purpose	Typical Activities
1 week (6 hours)	I. Opening Activities	1. Motivate 2. Focus on topic of unit 3. Introduce concepts	Games; highly interesting activities
6 weeks (39 hours)	II. Developmental Activities	1. Develop understanding of generalizations, concepts, and encourage attitudes through skill development 2. Engage students in inquiry – Plan the research – Collect data – Analyse data – Synthesize data – Evaluate data	• Decide the questions, resources and presentation methods • Using questions as a basis, combine knowledge, skills and attitudes into strategies that use resources to answer the questions. Identify priorities, truths and biases. Summarize in display/written form for class presentation
2 weeks (13 hours)	III. Culminating Activities	1. Review learning 2. Apply learning 3. Evaluate	• Check conceptual understanding • Apply learning to a new situation • Develop generalizations • Final unit exam

Developing Inquiry Activities for the Unit

Decide: the **method** to be used (problem solving, decision making, etc.). One issue and one question must be addressed in each topic unit.

Select: one **question** or **issue** to develop. See suggestions in the *Program of Studies*.

Decide:
a) the **knowledge** needed to answer the questions. Use the main concept to be developed and include the related facts;
b) the **process skills** and **participation skills** to be developed;
c) the **attitude** objectives to focus on; and,
d) **communication** and **participation** methods to be used.

Combine: the **knowledge, skill** and **attitude** objectives in a few appropriate instructional strategies. These strategies will be appropriate to the students' various abilities and will be relatively interesting and challenging. Examples can be found throughout this document.

Organizational Models

The knowledge base provides facts, concepts and generalizations that help students understand human affairs and the human condition. Knowledge provides the basis for developing attitudes and is the vehicle used for the development of skills.

There are various models that may be used to organize social studies units (topics). Any organizational model may be used, provided that an issue and a question are included in each unit, and that the knowledge, skill and attitude objectives from the program of studies are addressed, as well as meaningful current affairs.

Chronological Model:	Using chronology is a common approach to teaching social studies. Chronology may contribute to an understanding of the interrelationships among events, movements, trends and people. However, chronology in and by itself cannot do so. History cannot be a number of disconnected and unrelated important events and great lives. Time-sequence relationships of cause and effect must be studied.
Thematic Model:	Themes such as revolution, nationalism, imperialism and industrialism may be explored in the context of identifying similarities and differences among events that appear to have certain elements in common.
Thematic/Chronological Model:	This is one of the most popular approaches to teaching social studies. Themes are taught using a chronological approach. Cause-and-effect relationships as well as similarities and differences among events are considered.
Issue or Question Model:	An issue or a question provides the focus for organizing the knowledge, skill and attitude objectives. Problem solving and decision making use an inductive approach whereby students reason through from specific information to answer questions, solve problems and issues. (At least one issue and one question must be addressed, using appropriate inquiry strategies for each unit of study.)
Case Study Model:	A case study approach involves the study of an event or topic in depth. A comparative case study uses specific information, usually done as student research, to form generalizations.

Time Allocation

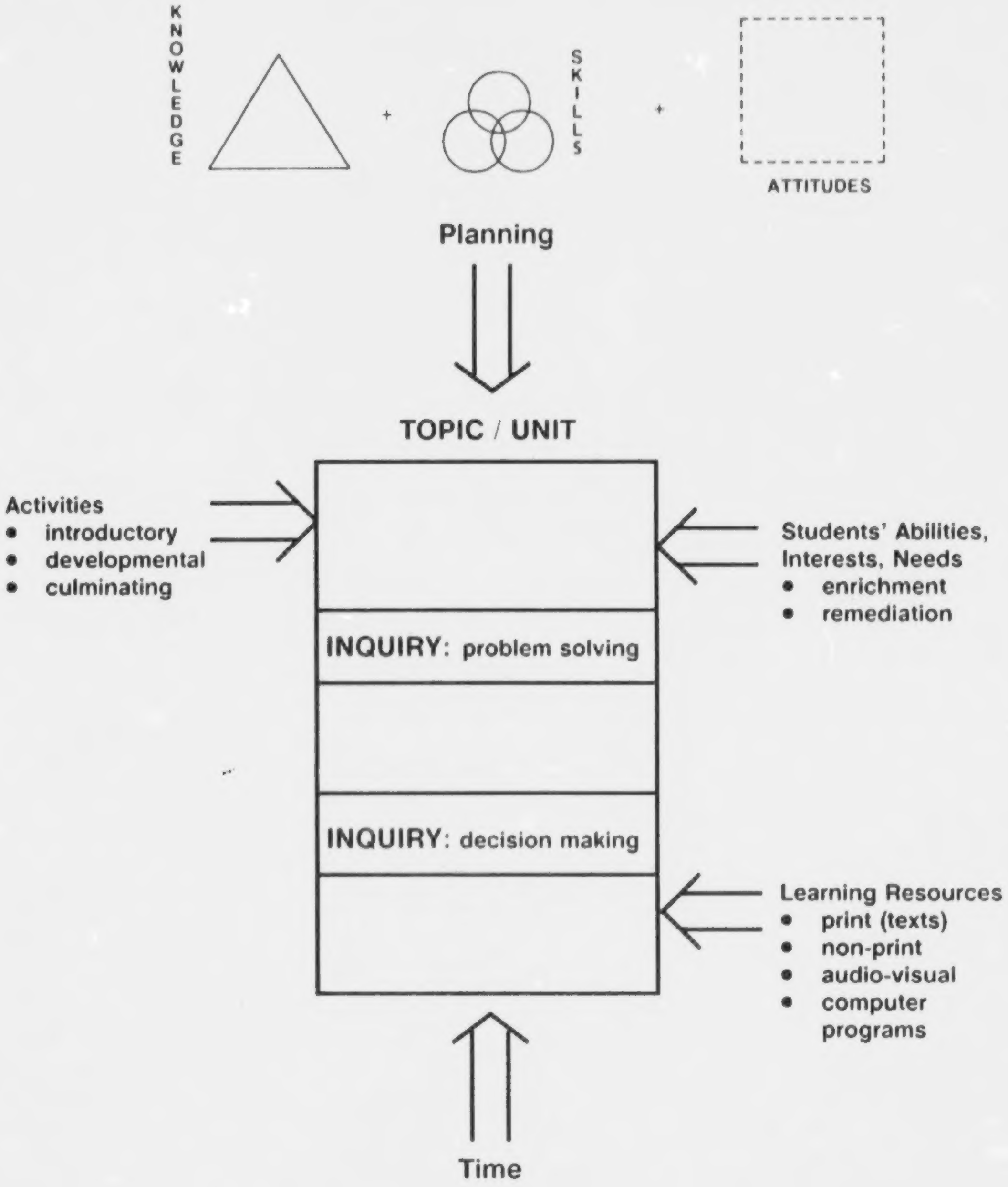
a) Suggested time allocation for the course:

Topic A – 9 weeks (59.2 hours) approx.
Topic B – 9 weeks (59.2 hours) approx.
Review A/B – 1 week (6.6 hours) approx.

b) Suggested time allocation for each unit:

	Topic A	Topic B	Review/Link
Introductory Activities	1	1	
Developmental Activities	6	6	
Culminating Activities	2	2	
Linking Topics/Final Exam			1
Total number of weeks	**9**	**9**	**1**

Developing a Topic Unit


KNOWLEDGE
+
SKILLS
+
ATTITUDES
Planning
TOPIC / UNIT
Activities
• introductory
• developmental
• culminating
INQUIRY: problem solving
INQUIRY: decision making
Students' Abilities, Interests, Needs
• enrichment
• remediation
Learning Resources
• print (texts)
• non-print
• audio-visual
• computer programs
Time

The Alberta social studies program is organized around topics. Knowledge, skill and attitude objectives must be integrated in activities using learning resources that are appropriate to the developmental stages and learning styles of individual students. While a variety of strategies may be employed, problem-solving and decision-making strategies (questions/problems/issues) must be included in the unit. The amount of time available to develop the objectives is an important factor that must be taken into account on an ongoing basis.

C. Elements of a Daily Lesson Plan

1. Topic
2. Purpose or Main Idea
3. Lesson Objectives
    a) Knowledge
    b) Skills
    c) Attitudes
4. Learning Resources
5. Methodology
    a) Opening Activities
    b) Developmental Activities
    c) Closing Activities
6. Assignment
7. Time
8. Evaluation

Except in scope, a daily lesson plan is similar in structure to a unit plan. Some unit plans may be in the form of plans for daily instruction. The daily lesson objectives explain the purpose of the lesson by stating what is to be accomplished. The methodology presents a step-by-step outline of the procedures the teacher will use to meet the objectives and how the learning resources are to be used. The assignment has several purposes: to give students opportunities to apply the knowledge, skills and attitudes, to allow the teacher to give individual help and to give the teacher an opportunity to assess what the students have learned.

Students should be told the purpose of every lesson. Write the purpose or objectives on the blackboard.

EXAMPLE:

DAILY LESSON PLAN

Topic:
Purpose/Main Idea:

Lesson Objectives	Learning Resources/Materials	Methodology Strategies/Activities	Time (Minutes)
Knowledge:		Opener:	
Skills:		Development:	
Attitudes:		Closure:	
Evaluation			

* The amount of information in a daily lesson plan will vary according to the activities/strategies planned.

INSTRUCTION/EVALUATION STRATEGIES

There are several instruction strategies that may be used to promote student learning and the development of skills. This section provides several detailed descriptions of strategies and evaluation ideas. The strategies can be adapted to meet various learning needs.

The following list contains some strategies, activities and resources that one may use in the selection and sequencing of learning activities. They may be grouped into categories (visual, auditory, tactile/kinesthetic) to accommodate learning styles.

assignments
audiotapes
audio-visual tapes (videos)

biography
bulletin board displays
brainstorming

cartoons
case study
charts
checklists
choral speaking
collages
computers and programs
concept development
cooking food of culture
cooperative learning studied
creative writing

dances of places studied
decision making
debates
dioramas
discussions
displays
drama
drawings

editorials
essays

field studies
films
filmstrips

games
globes
graphs
group work
guest speakers

independent study
interviews

learning centres
lectures
letters
library research

magazines
maps
models
murals
music

newspapers
note taking/making

oral presentations, reports
outlining

painting
panels/round tables
paraphrasing

photograph study
picture study
plays
poetry
position papers
posters
problem solving

questioning

radio
reading (content, bias)
records
role playing
reports (oral, written)
resource people

scrapbooks
seminars
simulations
slides/tape
speeches
storytelling
surveys

tables
tape recordings
television
timelines

videotapes

webbing
writing

The instruction/evaluation strategies have been organized into the following categories: planning; research; reading, listening, viewing; group interaction and presentation. Some strategies fit into more than one category, depending on the purpose behind the strategy.

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Planning Strategies

A. Brainstorming

When brainstorming, students list, briefly and rapidly, as many thoughts as possible on a given topic, problem or issue.

Explain the purpose, rules and outcome of brainstorming.

Purpose: to collect and create ideas on a topic, problem or issue

Rules:
- all answers count
- all ideas are recorded, without comment criticism (quantity not quality)
- keep stretching
- expand on each others' answers ("hitchhike" on ideas)
- set a time limit and stick to it

Outcome: a list of many items offering a broad overview. Items may be grouped under different categories. May wish to prioritize or rank items in order of importance, depending on the activity.

B. Brainwriting

Brainwriting is an idea-generation technique analogous to brainstorming. All members of the group work in parallel (instead of in sequence), writing down as many ideas as they can think of on a given topic, problem or issue. Brainwriting may be more helpful than brainstorming in that the participants read what others have written and have time to reflect on ideas without interference.

The purpose, rules and outcome are similar to brainstorming.

Procedure:
- no conversation
- write down all ideas
- exchange sheet of ideas with another placed in centre of group
- read ideas of other participants and add any new ideas
- continue this process (each person is thereby continually either reading ideas of other participants or contributing to the pool of ideas)
- process continues until time runs out, or the group exhausts its ideas.

C. Cooperative Planning – Teacher and Librarian

Students' library research also requires cooperative planning between the classroom teacher and the school librarian. Some techniques to consider are:

- plan together
- establish specific objectives
- library skills may be integrated in the plan
- using group work to develop skills
- (re) introduce students to:
  - using school lending procedures
  - using the card catalogue
  - referring to chapter headings
  - referring to index for specific information.

D. Question Formation

Using a group skills strategy:
- individuals generate three questions each (allow three minutes)
- join with another—combine lists, maximum four questions (allow four minutes)
- join with another pair—combine lists, maximum five questions (allow five minutes)
- join with another four—combine lists, maximum six questions (allow six minutes).

Recorder reads list to class, teacher records questions on board, narrows down to six to eight questions.

E. Study Tips for Students

The following techniques may assist students in their planning to achieve the knowledge, skill and attitude objectives of the social studies course.

1. *Do not dwell on failure:* Studying on one's own is a big step for many people. If you have even once in your past life experienced failure in any subject, you may have found it difficult to attempt that subject again. Failure in the past in a subject, or even in an assignment, does not make success impossible. It just means you have to work harder to achieve it. Learn from your mistakes.

2. *Leave negative thoughts outside the study area:* A prejudice against a subject—"I hate history"—will not help you learn. Forget what you like or do not like. Just try to complete each activity and assignment to the best of your ability.

3. *Get enough rest:* If you are ill or listless, you cannot make good use of the time you have set aside for studying. Keep physically and mentally fit.

4. *Set an objective for every study period:* Aim to accomplish that goal within a certain amount of time. Then record your success on your daily or monthly study plan.
   Example: Tuesday 3:00 to 4:00 p.m. Read pages 10 to 30
   Tuesday 4:00 p.m. Done!

5. *Learn to concentrate:* People who have not studied for a while might have trouble concentrating. If you are one of these people, begin by studying in a room free of distractions. Limit yourself to studying one subject for one hour. For this hour, put everything else out of your mind. Sit down and start. Take a 10- or 15-minute break after this hour. During the break, concentrate on other things that need doing or are interfering with your concentration. Before this break, plan what you will do in the next hour.

6. *Study by wholes rather than parts:* Get the whole picture of what you are studying—the entire objective—rather than concentrating on isolated parts. Do not just memorize. Understand the total concept.

7. *Review:* After 45 minutes, see how you are doing. Test yourself to see what you have learned or how far into the assignment you have gone.

8. *Switch:* Switch subjects or activities before you become stale. If you are working regularly and truly concentrating, one or two hours on one subject should be enough at one sitting.

9. *Do difficult tasks first:* Concentrate on the most complex concepts first—while you are still fresh.

10. *Make use of the library:* Learn where reference material is located. Learn how to use reference material efficiently. Besides being a place of inspiration, a library is the best resource you can have.

Research Strategies

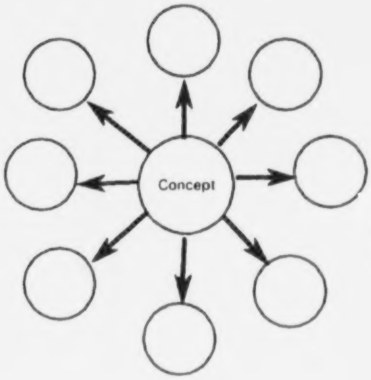
A. Concept Development

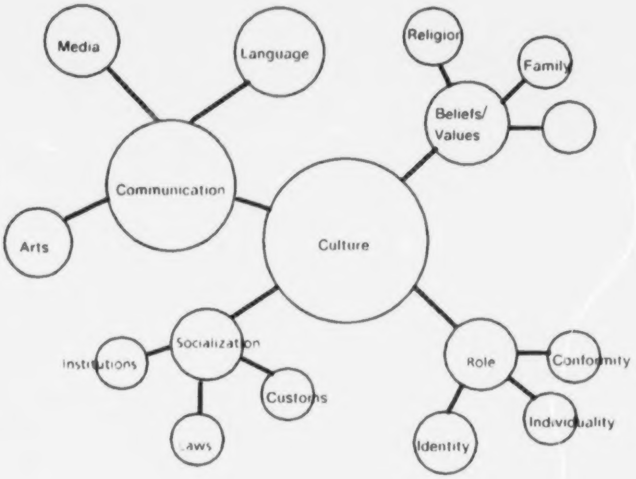
Concept development is essential for every topic, to help students understand concepts and their interrelationships. To develop concepts it is necessary to identify:

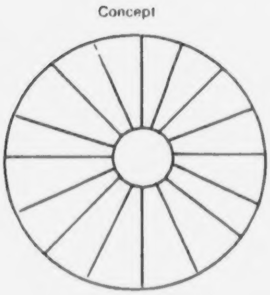
- the name
- characteristics
- examples/non-examples
- working definition.

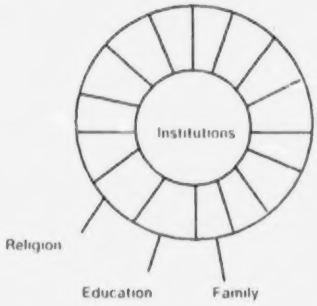
This can be done effectively by using **concept wheels**, **mapping**, **webbing**, etc. The teacher and class fill in the component parts by using teacher-directed discussion. New sections are added as learning occurs. Some spaces can be used for illustrations to evaluate understanding. The students are encouraged to complete a concept wheel or map for their notebook, in addition to the large bulletin board sample.

As well as an excellent teaching strategy, concept mapping and webbing are methods of **note taking**. They can be used as a brainstorming or categorizing activity.




Media
Language
Religion
Family
Beliefs/ Values
Communication
Arts
Culture
Socialization
Institutions
Customs
Laws
Role
Conformity
Individuality
Identity

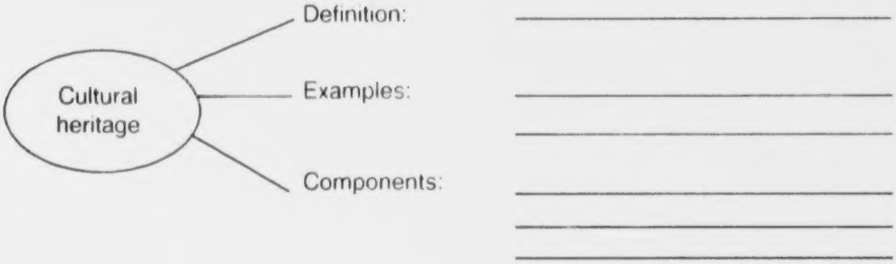



Institutions
Religion
Education
Family

Concepts should always be displayed creatively so that they are available to the visual learner.

Concept Development (contd.)

Use radial note making to define and exemplify the concepts:


Cultural heritage
Definition: ______
Examples: ______
______
Components: ______
______
______

Concept Growth Chart

CONCEPT: (e.g., Place) ______

DEFINITION: ______

______

Subconcepts	Definition	General Example	Specific Example
Landforms		Mountains	Mount Edith Cavell
Bodies of Water			
Climate			
Vegetation			
Natural Resources			
Settlement Patterns			
(etc.)			

B. Mind-Mapping/Webbing

Mind-mapping is:

- a strategy that enables the learner to record abstract ideas in a visual form. This process helps the learner see connections and existing relationships.
- used for planning, outlining, reviewing; to stretch thinking, organize and show relationships. Above all, it is a quick way to get recall of known information and develop a picture of the whole. Anything that can be broken down into relative components can make use of this process.

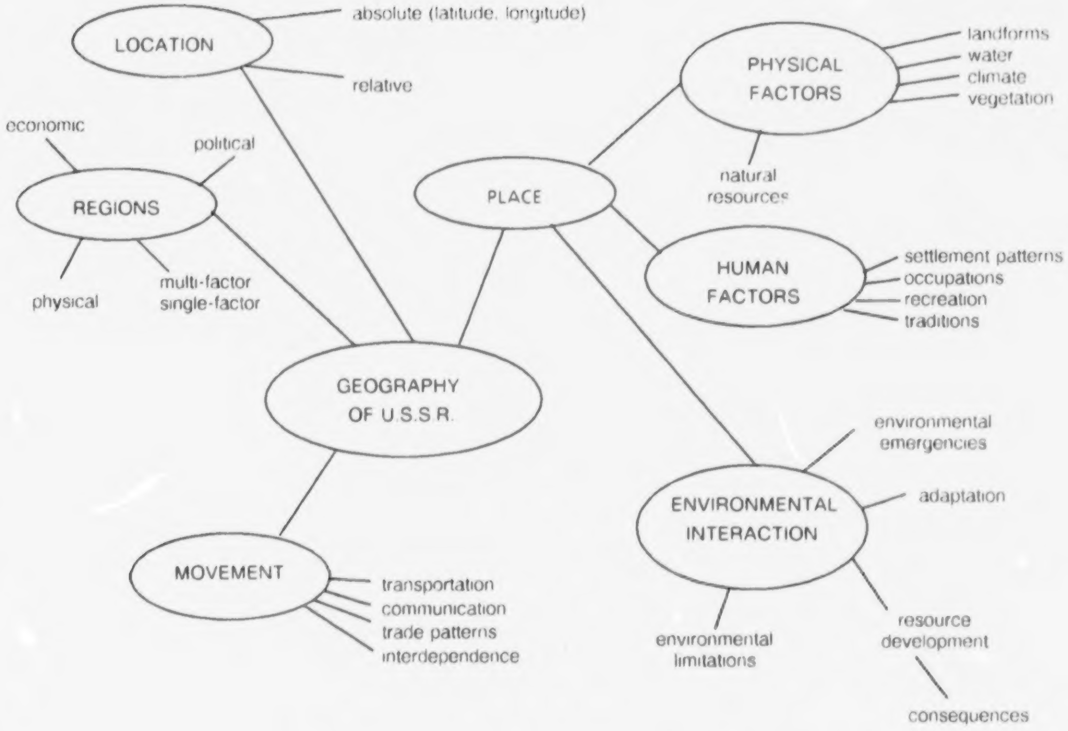
Component Parts:

- Defined centre
  - relates to central idea, concept or topic
- Emphasis
  - highlight significant information by use of bubbles, arrows or wavy lines
- Colours
  - are used to imprint on the mind, and add meaning through recall and retention
- Key words
  - act as triggers that release related ideas
  - record in personal style, using variety in letter size and shape
- Chains
  - connect and create thoughts
  - can be links, words, symbols, branches, mnemonic devices
- Visualization
  - increase with illustration, variety in shape, form, amount of detail included; enhances transfer of learning for the "map designer."

Note: See *Social Studies 10/20/30 TRM*, Model 10B-1, Activity 2.

MIND-MAPPING

Examples:


LOCATION
absolute (latitude, longitude)
relative
PHYSICAL FACTORS
landforms
water
climate
vegetation
natural resources
REGIONS
economic
political
physical
multi-factor
single-factor
PLACE
HUMAN FACTORS
settlement patterns
occupations
recreation
traditions
GEOGRAPHY OF U.S.S.R.
ENVIRONMENTAL INTERACTION
environmental emergencies
adaptation
resource development
consequences
environmental limitations
MOVEMENT
transportation
communication
trade patterns
interdependence

C. Field Study—Teacher Guidelines

A field study can be part of introductory or developmental activities. It is important that it have a purpose and provide a learning experience. Field studies require careful planning.

Note: Follow school jurisdiction policies and procedures.

Three stages of a field study are:

1. Preparation
   - approval of the administration
   - objectives are developed (knowledge, skills, attitudes)
   - adequate background knowledge is developed with students (related materials—films, books, etc.)
   - decide where you are going

2. Arranging Field Study
   - arrange field study and get confirmation
   - arrange transportation and get confirmation
   - plan field study activities and schedule
   - arrange for parent/teacher supervisors
   - send out student permission slips (return signed by parents/guardians)
   - develop list of student addresses and phone numbers
   - meet with parent/teacher volunteers and provide them with information and responsibilities
   - discuss appropriate student expectations with class (safety precautions, appropriate dress, etc.)
   - identify assignment(s) and recording procedures (well defined)

3. Follow-up
   - review the purpose and objectives and discuss with class what was achieved
   - write a letter of appreciation to the service/facility visited
   - write a thank you letter to parent/teacher volunteers
   - evaluate the field study by having the students demonstrate what they learned in oral or written form.

D. Geographic Guidelines

The development of an understanding of geography requires students to describe (location, place), analyse (movement, environmental interaction) and synthesize (regions) geographic information.

1. Location
   a) absolute (latitude and longitude)
   b) relative (compared with other locations)
      - factual
      - relationships between locations

2. Place
   a) physical resources
      - land and drainage
      - climate (temperature, precipitation, rainfall, winds, sunshine)
      - natural resources; soils and vegetation; wildlife if pertinent

b) human resources
settlement, history (who, when)
distribution of population (where), cities

3. Movement
   a) movement systems: transportation (roads, rail, water, air) and communication (TV, radio, telephone, ideas)
   b) movement of goods: interdependence (resource distribution, wealth, needs; trade)
   c) movement of people: immigration and emigration

4. Environmental Interaction
   (Between people and the environment–cultural and physical)
   a) How the environment has influenced the people
      - effect of rivers, landforms, climate, resources, etc.
   b) How the people have changed the environment: through industrialization
      - primary industries (development of the natural resources: farming, fishing, forestry, minerals)
      - secondary industries (turning the natural resources into products: manufacturing using local imported resources)
      - tertiary industries (services provided by and for people)
      - quaternary industries (information processing: computer-related enterprises)

5. Regions
   a) Factors deciding
      - physical (physiographic, climatic, vegetation, soils ...)
      - political (countries, borders)
      - economic (resources, manufacturing, transportation)
   b) Location, place, movement, environmental interaction

E. Geographic Overview

Substitute other areas for examples identified in parentheses.

1. LOCATION: Start with a globe, then a world map, then (Japan's) location relative to other countries and seas, then exactly in terms of latitude and longitude. For evaluation, complete a world map showing oceans, continents, major sea areas. Colour and name the boundaries of Canada and (Japan) and neighbouring countries.

Note: Each map developed should have these major features: a title that identifies what is on the map; a legend of symbols, abbreviations and colours; lettering – horizontal for names of places and countries, and following the course of rivers and mountain ranges.

Consider:
- absolute and relative location

2. PLACE: Use an atlas map to identify the major physical features (mountains, plains). Examine the climate (average temperatures, precipitation and prevailing winds), first in global terms (compare with known examples), then in specific terms, by using information. Ensure students recognize the wide variations in climate from north to south. For evaluation, complete a map to show climatic regions of that part of (Asia), and a climagraph of (Tokyo) (or representative location). Using an atlas, briefly review major aspects of vegetation, soil and water resources. Then complete map OR develop a 3D model to show physical geography. Use an atlas to discover main points of human geography: Where the people live (and where they don't live); why they live in these places (link to physical geography; e.g., natural harbours, rivers, mountain areas).

   Consider:
   - physical factors (landforms, bodies of water, climate, vegetation, natural resources)
   - human factors (settlement patterns, occupations, recreation)

3. ENVIRONMENTAL INTERACTION: Use atlas and text information to review briefly where the people live and how they interact with the environment in the development of natural resources, food, housing, clothing and occupation. For evaluation, develop a map to show major cities, natural resources.

   Consider:
   - adaptation, resource development (consequences)

4. MOVEMENT: Add transportation to the map developed in 3. Estimate travel times 100 years ago and today. Discuss how ideas travel (TV, books, tourists). Why was movement difficult until 100 years ago (geographic restrictions)?

   Consider:
   - transportation, communication, trade patterns, interdependence

5. REGIONS: Using maps, identify some of the regions of (Japan).

   Consider:
   - physical, political, economic regions

F. Generalization Development

Generalizations are summarizing and concluding statements that synthesize information. Each generalization shows a relationship between two or more concepts. Usually, the generalization uses qualifying words so that it is always true (universal). They act as ways of organizing information so that it can be remembered.

Example:
- Change is a continuous process occurring unevenly within cultures.
- Many past and current changes have been the result of borrowing and adapting ideas from others.
- Some aspects of culture are more enduring than others.

Inductive or deductive methods can be used to develop understanding of generalizations.

Inductive: Collect data; analyse by identifying common elements; state a general statement/generalization; check against further data.

Avoid: Making a broad generalization immediately after a reading film viewing, etc.; the data will need to be selected and identified first to provide an appropriate information base.

Deductive: Present generalization; identify concepts; provide supporting evidence; students find additional information to verify generalization OR predict in the light of generalizations; justify through explaining logical relationships; verify in terms of additional information.

Example:
The facts, concepts, generalizations pyramid (inductive approach) should be explained to students. The gradual accumulation of facts develops and broadens the understanding of concepts. Generalizations are statements that bring together a broad mass of material. They express a relationship between two or more concepts, are nearly always true and often contain qualifiers.

Facts:	Statistics on Russian winters Data on U.S.S.R. resources Manageability of Soviet rivers Production increases and problems Chernobyl disaster
Concepts:	Geography (location, landforms, rivers, resources)
Generalization:	The physical environment provides opportunity and at the same time imposes limitations.

G. Learning Centres/Stations

While the original creation of learning stations demands a high degree of teacher time, these have a number of advantages. Learning stations:

- provide opportunities for individual learning styles and preferences
- help students develop the attitudes and skills of independent learning
- increase student motivation by providing more freedom of choice
- give the teacher more opportunities to teach individuals (through individual conferences or checks of student work) and small groups (through tutorials, for example)
- allow for more self-evaluation and self-checks by students
- develop "renewing" resources in stations by including students' work from optional tasks.

One strategy to reduce the amount of time in developing a number of stations is to do this cooperatively with other teachers or the teacher–librarian.

1. Provide a clear focus for the study; e.g., a distinct topic or an issue.

2. Set out a few valid knowledge and skill objectives.

3. Set up a structure based on questions and activities.

4. Provide sufficient materials for the students to achieve success in answering the questions (e.g., texts, maps, pamphlets, magazines, travel brochures, graphs, charts, tables).

5. Set a deadline for the study of each area.

6. Provide opportunities for the researched information to be presented to the class.

7. Sum up this part of the unit by summarizing essentials.

EVALUATE: in terms of student responsibility to answer knowledge-based questions, and the quality of presentations.

Note: See Organizational Model 23B-2, Activity 4.

H. Library Research

Students need to be taught how to gather information, not just assigned a task. Students should be given practice developing research questions by doing it as a class and proceeding to students thinking up their own. Two important steps in researching are:

- compile questions before research
- answer questions in own words (not copied) or make notes in point form (unless footnote)

By teaching students how to do written assignments—both the research and the writing—plagiarism may be eliminated.

1. Planning
   - choosing a subject
   - develop questions for research (who, why, what, where, when, how)

2. Identifying sources of information

3. Locating and gathering information
   - print, non-print

4. Reading—interpreting
   - main/related ideas
   - relationships
   - cartoons, pictures, charts, tables, graphs
   - maps

5. Listening and viewing—interpreting
   - point of view
   - purpose/message

6. Organizing information
   - classify, categorize, sequence
   - note taking/note making (answers to research questions written in "student's" own words—not copied! or in point form
   - webbing/mind-mapping/charting

7. Analysing, evaluating and summarizing information
   - develop conclusions, generalizations
   - make decisions

I. Retrieval Chart

The purpose of a retrieval chart is to provide a quick, organized way to gather data. It is meant to be brief and concise so that only essential data are recorded. It allows students to compare and extract data more easily in order to arrive at conclusion(s) and form generalizations.

Retrieval charts can be developed individually, by small groups or by the whole class. They can be used by students as a method of note making or note taking.

SAMPLE RETRIEVAL CHART

	THEN	INFLUENCE	NOW
OCCUPATIONS			
FAMILY STRUCTURE			
GOVERNMENT			
CLOTHING			
TECHNOLOGY			
BELIEF SYSTEM			
EDUCATION			
FOOD			

Which aspects of culture appear to have been retained?
What are the main influences that have caused change?
What are the main areas of change?

General Conclusions Concerning Change:

1.

2.

3.

J. Surveys

Surveys or polls are a means of gathering information about the opinions or preference of an identified group.

Steps in designing a survey:

1. Define the purpose.
   - Why is information needed?
   - What information is needed?
   - From which group(s) do you wish to get the information?
2. Form an hypothesis, to help generate ideas for questions to ask. (Optional)
3. Determine how the survey will be carried out.
4. Develop questions to ask.
   - structured (exact answers or "yes no," "agree disagree")
   - open (allows for individuals to state feelings)
   - number of questions to ask
5. Design survey. It should include a statement on why the survey is being conducted and that individual responses will be kept confidential. It may also say how individuals can obtain final results.
6. Determine the "sample" (the actual group that will answer the questions) to be surveyed.
   - Ensure fairness by not favouring or offending any particular group.
   - Decide on the number of completed surveys needed to ensure accurate representation.
   - Consider the following as needed: number, age, geographical area, occupation, sex, cultural origin.
7. Determine the time needed to complete the survey.
8. Determine who will conduct the survey in an unbiased manner.
9. Conduct the survey.
10. Tabulate the results by combining the answers and total similar responses.
11. Report the results in a meaningful manner.
12. Examine the survey results to draw accurate conclusions. Consider factors that may have had an effect on the results. Compare the results to hypothesis if one was made.

Reading, Listening, Viewing Strategies

A. Atlases

Note: When using atlases, begin with the contents page; if using the map for the first time, work the students through the sequence: title, legend, scale, detail. Use a few comprehension questions to ensure focus (e.g., What is the main theme(s) of the map?); some analytical questions to develop insight and comprehension (e.g., Why are cities located where they are?); and a synthesizing question or two to develop conclusions and generalizations (e.g., What general statement can you make about the map?).

Some main features to focus student learning on basic geography are:

Landforms:	the world's major mountain chains, resulting from continental drift.
Drainage:	the major river basins of the world, particularly the huge rivers of the tropics resulting from the heavy rainfall.
Climate:	identify the factors influencing climate: latitude, pressure and wind belts, altitude, ocean currents, mountain ranges and continentality (distance from ocean). Use a few examples of temperature and precipitation figures to illustrate the effect of each factor.
Vegetation:	notice the close correspondence with climatic zones, the large areas with little or no vegetation.

Use one world map outline to copy the landforms, drainage and climate information in general form.

B. Wall Maps

Use tactics similar to reading an atlas. Work students through the sequence: title, legend, scale, detail. Use questions similar to the following, to develop interpreting skills.

- Develop comprehension questions to ensure focus.
  (e.g., What is the main theme of the map?)
- Develop analytical questions to develop insight and comprehension.
  (e.g., Why are the cities located where they are?)
- Develop synthesizing questions to develop conclusions and generalizations.
  (e.g., What general statement can you make about the map?)

C. Political Cartoon Interpretation

Cartoons: are expressions of individual opinion; may be deliberately not fair or balanced; make an immediate impact on the viewer.

To interpret cartoons, focus on details and interrelationships. Specific skills for interpreting political cartoons can be developed through appropriate questions such as:

- Who is the caricature in the cartoon? What is he/she doing?
- What is its caption/title? What event or issue does it highlight?
- What is its purpose? To ridicule? To explain something? To reveal an injustice? To present a point of view?
- What symbol(s) is used? What is the meaning of it?
- What ideas are distorted or exaggerated? What is your reaction to the distortion?
- What are other points of view? How can they be used to counter the cartoonist's view?

Some examples of techniques used by cartoonists are:
- Caricature (certain features are distorted or exaggerated to make a point or to ridicule).
- Stereotypes (e.g., military leaders often shown with chest of medals; rich and fat; radicals with crazed look, etc.).
- Symbols (dove for peace; bear for U.S.S.R.; beaver for Canada, eagle or Uncle Sam for U.S.A., etc.).
- Size contrast to make a point (large being important, powerful or noisy; small being ineffectual, timid or quiet).
- Tones used (dark for sombre or evil; light lines can make a cartoon seem whimsical).
- Clues (captions, labels, words appearing within the cartoon; e.g., a person holding a sign or wearing a lapel button with name on it).
- Background information (often found in the headline or editorial of the day the cartoon appears—sometimes requires historical references).
- Humour (often used to make a serious event memorable).
- Perspective (whose point of view is being illustrated? bias?).

FEEDBACK FORM FOR CARTOON ANALYSIS

Name ______________________	Exc 5	Good 4	Avg 3	Fair 2	Poor 1		
EXPLANATION							
Clear overview of the cartoon's main idea						= 5	
Support:						= 5	
– background on issue/problem							15
– reference to specific details in cartoon						= 5	

D. Propaganda Techniques

Individuals are influenced by other individuals and groups (group pressure). The mass media—television, radio, newspapers, magazines and books—also influence and inform individuals. The information one receives can be inaccurate and/or misleading.

Propaganda is the art of persuasion. It is the systematic effort to spread opinions or beliefs, often by distortion and deception. (The information may not present two sides and/or avoids examining the evidence.)

Experts in propaganda use these methods to spread opinions and beliefs. Advertising is one field where propaganda is sometimes used. As well, individuals often use some of these techniques in everyday conversation.

Propaganda techniques often depend on errors (fallacies) in thinking to be effective. Students need to practise critical thinking skills, especially those required for detecting errors in thinking.

Some common propaganda techniques are as follows:

1.	Bandwagon:	Everyone has one! Everyone is doing it! etc.
2.	Card Stacking:	Presents the good or unique factors or presents the worst possible case.
3.	Glittering Generalities:	Describes something in very favourable terms.
4.	Name Calling:	Uses negative words to describe or label someone or something.
5.	Plain Folks:	Emphasizes the attachment to the average common citizen or majority.
6.	Testimonial:	Uses well-known or respected person to say that the idea or product is good.
7.	Transfer:	Carries the authority or prestige of something respected over to something else to make it respected as well. This may involve the use of symbols to accomplish a purpose for which they were not intended.

Other techniques of persuasion using misleading arguments include the following:

1.	ad hominem:	attacks or accepts an idea on the basis of who said it rather than on the idea's own merits.
2.	appeals to emotion:	uses information to arouse feelings.
3.	appeals to the past:	uses tradition.
4.	cliché:	uses timeworn expressions or ideas.
5.	either/or:	limits choice to two or a few when there are many.
6.	ethnocentricity:	uses own culture to judge other cultures.
7.	euphemism:	uses mild or indirect expression instead of one that is harsh or unpleasantly direct.

8.	improper comparisons:	compares unlike things.
9.	irrelevant proof:	uses evidence that has nothing to do with the subject.
10.	jargon:	uses unintelligible or meaningless words to impress rather than to communicate.
11.	leading questions and statements:	uses statements and questions to lead to incorrect conclusions (the way it was said "context" leads elsewhere).
12.	omission:	withholds facts to make faulty conclusion.
13.	out of context:	lifts statement out of entirety to suggest a different meaning.
14.	overgeneralization:	presents generalization from single example or lack of evidence.
15.	oversimplification:	distorts or deceives by giving too simple a reason or explanation.
16.	poor/faulty analogy:	uses analogy improperly to suggest similarities between objects, people or events that are unsound.
17.	poor underlying assumptions:	bases argument on weakly stated or unstated assumptions.
18.	post hoc fallacy:	if one event follows another event, then the first event caused the second one ("post hoc ergo propter hoc" – after this, therefore because of this).
19.	single cause fallacy/faulty causation:	singles out a particular contributory cause and treats it as if it were the only cause (or the only one worth mentioning). Concludes that if one event occurs after another, it was caused by the other event.
20.	statistical fallacies:	uses statistics to confuse people with misinformation.

inaccurate samples: size of sample, representativeness, the questions and the questioner.
short-term statistics: used to make long-term claims.
rates and total numbers: not distinquishing between the two.
averages: not distinguishing between median (the middle figure) and the mean (arithmetic average).
gross statistics: confuses by equating total amounts with individual characteristics.
graphs: create illusions by "sloping the trend line"; uses the "Big Figure" to make change greater than it actually is; deceives by using unmarked axes.
percents: uses percents to prop up a weak argument.

21.	stereotype:	uses oversimplified mental picture of a person, place, idea or event.
22.	straw man:	claims that an opponent, real or imaginary, said something that he or she didn't say, which makes the opponent look foolish.

E. Reading

It is very important that students read accurately and answer exactly what is asked in every activity and assignment. One method of reading and studying is the SQ3R method.

SQ3R—Reading and studying a passage involves five stages:

SURVEY - QUESTION - READ - RECALL - REVIEW

Try doing the following:

Survey:	This step involves skimming the printed matter without worrying about understanding everything or getting bogged down in detail. Note the titles, read the introduction and the contents. Read the headings of sections. See if there is an appendix, index or bibliography.
Question:	Before beginning an assignment or activiity, ask yourself questions. Look at the headings. Ask yourself "What am I to do? Where do I find the answers? How does this fit with what I will do later? What topics does this material cover?"
Read:	Read material once or twice quickly for its general ideas. Read it again for details. Look at charts and illustrations. Look at the whole, then the parts. Try to understand the main point of view.
Recall:	Try to recall the main points of what you have read. You might say these aloud. You might jot them down in note form.
Review:	Look back over what you have read to see how well you recall. Insert what you forgot. Review again.

F. Reading Tables, Graphs and Diagrams

There are many skills required to read tables, graphs and diagrams. Students need instruction to develop these skills. To be useful graphs must be understood. They need to be carefully looked over, read and interpreted on a regular basis. This means students need to see tables, graphs and diagrams more often and in greater variety then afforded by the limited numbers found in most textbooks.

Reading Tables: To gain information from a table, one must know the purpose of the table, be able to locate information by following lines until they intersect and draw conclusions from the information presented. To develop skills for reading tables, ask questions similar to the following:

1. What is the title?
2. What units of measurement are being used?
3. What are the column headings?
4. What are the side headings?
5. Where do the lines intersect? What does this tell us?
6. How can you use this information?

Reading Graphs (bar, circle, line, picture): To gain information from a graph, one must know the purpose of the graph, determine the units of measure, summarize and infer meanings. To develop skills for reading graphs, ask questions similar to the following:

1. What type of graph is being used?
2. What information is presented? What is the main idea?
3. What is the unit of measure?
4. What symbols are used? What does each one mean?
5. What is the importance of the information presented?

Some common graphing flaws that can result in distortion of facts are: oversimplified graphs, symbols that differ in size or shape, graphs presented on distorted grids, scales that do not begin with zero and graphs that show irregular increments.

Reading Diagrams: To gain information about a diagram, one must be able to identify the parts and see the relationships among them. To develop skills for reading diagrams, ask questions similar to the following:

1. What is pictured in the diagram?
2. What is the location of the different parts?
3. What are the relationships of the separate parts?
4. Why has the diagram been included?

G. Viewing

Three viewing objectives to help students learn are:

1. Observe
2. Analyse and process what is observed; and
3. Evaluate what is processed.

These goals should be retained for each of the media being examined in:

- body language and facial expressions
- pictures, photos, advertisements, magazines, billboards, posters
- sculpture, architecture, set design, costuming
- commercial television and educational videotapes
- commercial and educational film.

All these media involve non-verbal communication, and all are a major source of information, experience and language development.

Group Interaction Strategies

A. Games

Games can be used for the purpose of gaining information, developing skills or developing attitudes. In games, there are rules to be followed and there are winners and losers. Although games and simulations are often used interchangeably or combined (simulation games) not all games are simulations (representation of reality—the actual situation). For example, the game of snakes and ladders is not a simulation.

B. Group Project

Plan
1. Elect a group leader, and outline his or her other responsibilities.
2. Decide what is to be studied.
3. Decide the format and responsibilities for presentation.
4. Identify and list suitable resources, including AV information.

Collect Data
1. Obtain resources, information, through card catalog search, etc.
2. Read/view for essential information.
3. Provide answers to questions.
4. Share answers with group.
5. Conclude with a general statement/generalization focusing on the inquiry question, problem or issue.

Presentation
1. Draw maps, timelines, charts, etc.
2. Show written information.
3. Make the presentation.
4. Evaluation (see following examples).

GROUP PROJECT: PEER EVALUATION

For each of the following criteria, place the most appropriate number or letter to evaluate your peers' actions in group project.

Group may be evaluated as a whole or as individuals.

Excellent	Good	Satisfactory	Fair	Poor
5	4	3	2	1

or

A: Always S: Sometimes N: Never

1.____ Your peers participated in the initial discussion used to get project going.

2.____ Your peers contributed with creative ideas that enhanced project.

3.____ Your peers came up with few ideas, but these were always original and unique.

4.____ Your peers were quick to suggest solutions to problems with project as they occurred.

5.____ Your peers were helpful in inventing methods, gadgets, pictorial elements, etc., of project.

6.____ Your peers showed strong leadership skills during development and construction of project.

7.____ Your peers were friendly, enthusiastic and positive during group work.

8.____ Your peers were encouraging and complimentary of your own performance in group project.

9.____ Your peers were always available to spend time working on group project.

10.____ Overall, your peers were essential to the development and construction of your group project.

GROUP PROJECT: SELF-EVALUATION

Please review your contributions to the group research work by completing the following questions. Use the key below where appropriate.

A: Always S: Sometimes N: Never

1. _____ I cooperated with other group members by listening and discussing.
2. _____ I was open-minded when others expressed their ideas.
3. _____ I contributed ideas and or suggestions to the group. One was_____________
____
4. _____ I helped set specific goals for our group.
5. _____ I completed my tasks to the best of my ability.
6. _____ I asked others questions about their ideas.
7. _____ I came to the group prepared and worked on task.
8. _____ Our group fulfilled our assigned tasks.
9. _____ Our group discussed various ways of completing the assigned tasks.
10. _____ I contributed positively to the group research assignment.

Because of my contributions shown above, I believe I deserve a mark of __________ out of 10 (or any other total).

GROUP PROJECT: STUDENT TEACHER EVALUATION

Criteria:	Student				Teacher			
	1	2	3	4	1	2	3	4
1. Choice of symbol shows an understanding of the issue.	0	1	2		0		1	2
2. Evidence of originality and creativity in the design.	0	1	2		0		1	2
3. Neatness and attractiveness of the finished product.	0	1	2		0		1	2
4. Clarity of oral presentation (clear voice, prepared ...)			10				10	

COMBINED TOTAL 20

C. Group Participation Skills

Two important groups of participation skills are interpersonal relations and group process and discussion. These skills are those related to the successful functioning of a group and those related to the successful completion of a task. These skills, essential for cooperative and democratic groups to function, are interrelated and difficult to separate in practice.

Interpersonal Relations

1. Demonstrates respect for the rights and opinions of others:
   - open-minded and non-judgmental (critical of ideas not people)
   - listens carefully to others and reflects on their ideas (able to recall other group members' ideas)
   - welcomes feedback (willing to modify ideas).
2. Offers encouragement and approval to others (compliments others for their contributions).
3. Gives feedback in a non-threatening manner:
   - avoids loaded words
   - avoids negative body language.
4. Expresses disagreement in an acceptable manner.
5. Resolves conflict through compromise and cooperation.

Group Process and Discussion

1. Understands the task before proceeding.
2. Prepares for the task (prior reading and research).
3. Begins work right away (task oriented).
4. Proposes procedures and rules for organizing the group.
   (For example: decides on work that can be done efficiently by individuals and that which calls for group effort.)
5. Contributes to various functions of group member:
   - leader (calls group to order, keeps group on task, calls on all group members, summarizes group ideas)
   - recorder (keeps notes).
6. Contributes to group processes:
   - stays on topic (ignores irrelevant conversation)
   - supports ideas with facts and reasons
   - extends the ideas of others
   - asks questions
   - paraphrases to check understanding before agreeing or disagreeing or adding a contribution
   - defends point of view
   - expresses ideas clearly
   - draws conclusions only after listening to others' contributions
   - works toward a conclusion or a decision using various methods (majority, often by voting; consensus; or unanimity).
7. Works on task until it is completed.

D. Small Group Discussion Guidelines

Active participation is at the heart of democratic citizenship. Many important decisions in public and private life are made in group settings. Participation skills are essential for cooperative, democratic groups to function. These skills are not developed automatically by putting students in small group situations. The following are suggested ways of improving the effectiveness of group work.

Purposes of Group Work

1. Increase active participation, cooperation and communication with others.
2. Engage in research.
3. Develop problem-solving and decision-making skills.
4. Encourage self-directed learning.

Group Management Procedures

1. Provide students with the purpose in advance. (Students perform better and are more highly motivated when students understand what is expected of them.)
2. Provide instructions.
    - What is the task? (knowledge, skill and attitude objectives)
    - How long will it take to complete the task? (time)
    - How will the students be evaluated? (criteria)
    - How will the results be presented? (allow for alternatives)
3. Create groups by:
    - teacher selection (ability grouping, student needs)
    - student selection (interest groups – choose topic, choose individuals with knowledge and skills; peer groups – choose friends)
    - random selection.
4. Daily routine:
    - tell students what will be the signal to get the attention of all students
    - class begins with general introduction and instructions
    - students move into small groups at predetermined locations (quickly and quietly)
    - toward end of period, teacher will call students to return to large group for summary and closure.
5. Have the needed resources ready.
6. Establish appropriate noise level (productive noise level/quiet voices).

Group Effectiveness Strategies

1. Model appropriate group behaviour for students:
    - use skills required as leader, recorder, group member
    - use techniques of questioning, paraphrasing, etc.
    - encourage non-contributing members of class to participate in class discussions (using names, eye contact, etc.).
2. Prepare students for group work gradually:
    - begin with pairs; expand to a maximum of five for small groups
    - delegate group roles: leader, recorder, questioner, paraphraser, encourager, summarizer
    - frequently reassign roles.
      (As students develop participation skills, they may not need assigned roles.)
3. Select tasks that are well-defined and can be accomplished in a short period:
    - begin with specific concrete tasks; expand to more open-ended.

4. Develop (with class) a set of rules for group discussion similar to the following:
   - select a discussion leader and recorder (maximum one minute)
   - listen to and respect ideas of others
   - stick to the point
   - everyone makes a contribution raises questions takes turns
   - recorder provides information to class.
5. Monitor students closely: keep students on task, encourage non-contributors, allow for feedback and evaluation.
6. Provide students with opportunities to practise the skills.
7. Vary group composition throughout the school year.

E. Class Discussion Guidelines

1. Teacher selects topics that are relevant and interesting to the students—drawn from students' in-school and out-of-school experiences.

2. Topics might be presented as an issue or a problem (e.g., Should Canada allow immigration from a culture that is very different from Canada's?).

3. Students might be asked to share their feelings or opinions about a topic (e.g., How do you feel about Japanese cars outselling North American cars?). It is important that students be expected to support their opinion (e.g., I think that ____________________ because __________________).
   Disagreements should follow certain formalities (e.g., I agree with Dan because ... I disagree with this point because ..., but I agree with Dan's other points).

4. Avoid giving students a topic that does not pose a question (e.g., Canadians are basically Americans in their culture). Statements do not encourage discussion in Grade 7.

5. Be prepared to encourage continued discussion by asking leading questions of the class or group.

6. Decide beforehand what is the most suitable size of group for the topic to be discussed. Also, decide when group discussion is pertinent (e.g., an opening activity).

7. At the beginning of the year, the teacher may act as the chairperson for whole class discussion and groups may select a group member as chairperson.
   Later in the year, the students may be able to discuss without the formalities of a chairperson.

8. Training in the basic rules of discussion needs to be given at the beginning of the school year.
   a) The chairperson calls on someone from the class or group to speak.
   b) It is best if the speaker is visible to everyone; if he or she doesn't talk too much, doesn't nit-pick, doesn't put someone down, doesn't make distracting remarks and doesn't try to win an argument.
   c) Speaker and listeners are asked to keep an open mind (means listening to ideas that are different from yours; being willing to say what you base your ideas on; wanting to find out what others think and why; and keeping quiet when someone else is speaking)!

9. The chairperson's job is to make sure the discussion doesn't deteriorate into chaos, or worse, but that it is lively and equitable. It might help if chairpersons established definite rules at the beginning of the year:
    a) Chairperson gives everyone an opportunity to speak.
    b) She/he keeps the discussion on topic.
    c) He/she asks a long-winded speaker to be brief.
    d) Ensures that speakers address the chair, rather than speaking directly to one another.
    e) Keeps the discussion going with questions that explore the students' reactions to the topic.
    f) Disallows negative comments, either personal or general.

F. Small Group/Class Discussion: Evaluation

Build an EVALUATION checklist or rating sheet based on some of the following criteria:

1. Helps define the topic.
2. Listens while others speak.
3. Tries to clarify, not "win" arguments.
4. Interjects ideas at appropriate points.
5. Considers ideas contrary to his or her own.
6. Sticks to the topic.
7. Does not repeat ideas given by others.
8. Gets to the point without delay.
9. Speaks so all can hear.
10. Supports ideas with facts.
11. Uses concepts accurately.
12. Helps evaluate discussion.

G. Cooperative Learning

Cooperative learning is a teaching/learning strategy that encourages or requires students to work together. Teachers provide a situation that is structured so that students are dependent on each other to complete a learning task. The basic elements of cooperative learning are:

1. positive interdependence of group
    - mutual respect
    - division of labour
    - dividing materials, information or resources
    - assigning different roles
    - shared rewards
2. face-to-face interaction among group
3. individual accountability for mastering assigned material
4. interpersonal and small group skills

COOPERATIVE LEARNING STRATEGY: JIGSAW

The jigsaw strategy is suited to a classroom situation where the teacher wishes to cover a large amount of material and at the same time wishes to focus on the personal and social aspects of learning. This cooperative learning strategy is often referred to as the "team concept" of group learning. The teacher, rather than a giver of information, becomes a facilitator and a monitor of the group process. Cooperation is made important because success requires the combined efforts of each person in the group. Individuals are responsible not only for their own learning but that of their peers as well.

1. Students are assigned to "home groups" of four to six members (heterogeneous, teacher-selected).
2. Each member of the "home group" is made responsible for one part of an assignment or task (one out of six questions, one aspect of a case study, etc.). A variation of this approach would be to read or become familiar with the entire assignment but only be responsible for one segment.
3. Groups are reorganized into "expert groups" or research groups made up of members having the same part of an assignment or task.
    - Students must master the topic assigned to them through discussion and note making.
    - Students discuss how they will present the information to their "home group."
4. Students return to their "home groups" to share (teach) their individual expertise with the rest of the group.
    - Students must use questioning (paraphrasing, clarifying, etc.) and listening skills.
    - Students continue sharing until all parts are learned by everyone.
5. To make learning truly cooperative, students are evaluated through completion of an assignment or by a test. Marks should be based on average of an individual's grade and the average of grades obtained by the rest of the "home group."
6. Students return to "home group" to review and reflect on how much they have learned and how well they worked together.

COOPERATIVE LEARNING STRATEGY: PARAPHRASING

Working in pairs allows students to develop some of the participation skills necessary for group work. Paraphrasing is an important skill in promoting group effectiveness. Some techniques of paraphrasing are:

1. restate sender's expressed ideas and feelings in your own words (not mimicking or parroting)
2. preface your statements by words such as
    - you think . . .
    - your position . . .
3. avoid any indication of approval/disapproval
4. be accurate
5. do not add or subtract
6. put yourself in sender's shoes.

H. Interviews

Here are some things to keep in mind when you prepare for an interview:

- Identify the purpose.
- When contacting the person to be interviewed, state clearly who you are, what your purpose is, how long the interview will take and what the format will be. The place and time should be convenient to the person being interviewed.
- Be a good listener. Your job is to find out what that person knows and not to tell that person what you know.
- Ask brief questions one at a time.
- Avoid questions that can be answered with a simple "yes" or "no."
- Don't write out all your questions in advance. Write down short phrases or words that will jog your mind and keep the interview moving. Formulate your exact questions on the spot.
- Listen to the answers. Don't worry about the next question. The answers will flow into the next question as part of the normal development of a conversation.
- Give the interviewee time to think. Don't cut the subject off or rush off into a new issue before the old issue has been fully discussed.
- Avoid leading questions like "Don't you think the government is wasting tax money by . . .?"
- Take notes (or use a tape recorder if the person agrees). But be as inconspicuous as possible.
- Evaluate the interview (advantages and disadvantages of process and how it can be improved).
- Review your notes as soon as possible after the interview and synthesize information (chart/mind map/paragraph).
- Send a thank you letter.

I. Panel Discussion

A panel discussion calls for thorough background preparation on the part of all panel members, but does not call for speech-making, argumentation or debating procedures. The purpose of a panel discussion is to explore a well-defined problem or issue to the end that the listeners, including the panel members, are better informed and stimulated in their own thinking. (A round-table discussion is more informal than a panel discussion, involves fewer than five people and is less structured.)

RULES:

The Panel

1. Five to seven members.
2. Moderator or chairperson selected from members.
3. Members do not make reports.

The Subject

1. Problem or issue agreed on ahead of time.
2. Members should develop outline in advance but not in hand for discussion. (Topic should not be rehearsed or discussed ahead of time to allow for spontaneity.)
3. General format and responsibilities of each panelist and the time are discussed in advance (with teacher).

The Procedure

1. Panel sits in a semicircle facing the audience.
2. The moderator introduces the panel members and the topic and explains why a problem issue exists.
3. Panel members present their part of the discussion.
4. The moderator calls for questions from the audience and has panel members, as well as audience members, answer the questions.
5. The moderator closes by making a summary and thanking the panel members.

J. Role Playing

Role playing is the playing out of a situation in which the players assume certain roles (play acting), are then confronted with a problem or issue and required to make a decision. Role playing is issue oriented and the alternatives available to the individual players are usually defined. However, the consequences of choosing different alternatives may not be predictable. While role play occurs in games, simulations and simulation games, the key feature of role play as an activity is the behaviour of the individuals involved in a situation.

K. Simulations/Simulation Games

Simulations are a representation of reality—the actual situation. Although simulations and games are often used interchangeably or combined (simulation games), not all simulations are games. In games there are rules to be followed, and there are winners and losers. Pilot training and driver training make use of simulators. Simulations remove irrelevant and dangerous elements.

Presentation Strategies: DISPLAYING/DEMONSTRATING

A. Graph Making

Graphs are one method of communicating statistical data. Their purpose is to present data in a way that is easy to grasp and make a particular point clearly.

Four basic forms of graphs are bar, circle (area), line and picture graphs. Their descriptions are as follows:

bar graph:	uses horizontal or vertical bars in relationship to a numerical scale to show quantities; can be used to graph just about any data.
line graph:	shows quantities through the use of points and connecting lines plotted on a grid; can be used to illustrate continuous data (e.g., temperature variation). Line graphs can show trends effectively and large numbers precisely.
circle (area) graph:	shows parts of a whole; can be used to illustrate budgets or spending.
picture graph:	uses pictorial symbols to show numerical units; can be used to show discrete or continuous data. Some drawbacks of picture graphs are: that all the symbols must be counted to determine the numbers represented; that precision may be lost when large numbers have to be rounded to convert them to symbols.

Students will need the following materials to create graphs: graph paper, protractors, compasses and rulers.

The steps necessary for effective graph making are:

1. Make a chart of the data you wish to graph.
    - Is the range of quantities manageable?
    - Is the number of items practical?
2. Decide the form of graph to use.
3. Make a rough draft of the graph form to see if it is the appropriate one.
4. Construct the graph form and plot the data (symbols, colour bars, place and connect points, calculate segments).
5. Label the graph completely (title, axes labels, source of data and date).

GRAPHS: EVALUATION

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1	
Title, legend, X and Y axis						
Accuracy, completeness						X2
Neatness						
Conclusions (optional) - relevant, well-written sentences						(X1)

COMMENTS: Total: 20 (25)

B. Maps

Students need to be taught map and globe concepts and skills such as orientation and direction, scale and distance, location, symbols, comparisons and inferences and mapping. Map and globe instruction and mapping activities should be related to the social studies unit of study. Maps should include the following: title, key, direction, scale, symbols, colour and grid system.

MAP: EVALUATION

1. It shows all required details in the right locations ________________ (max. 6)
2. It has a title explaining the map purpose ________________ (max. 2)
3. It has a legend explaining any symbols or abbreviations ________________ (max. 4)
4. It uses colour appropriately and effectively ________________ (max. 4)
5. Printing is clear and appropriate ________________ (max. 4)

Total: 20

C. Models

Models are abstractions of reality. What is real is abstracted into a world of mental pictures, symbols or words. Models play an important part in our lives—diagrams, maps, tables, graphs, work descriptions, sets of equations.

A variety of models can be used in teaching social studies. Three models are often used to teach social studies. The first model is one that describes an ideal. This kind of model represents the perfect form of a system or condition. It is particularly useful in describing political and economic systems in theory. A second kind of model is one of explanation. It shows connections or explains complicated ideas through simplified representations of basic relationships. A third kind of model is one of prediction. Data are collected, processed and developed into a model based on these observations of the real world.

In social studies, students are asked to understand models but they seldom have experience in building or working with models. Teachers should provide opportunities for students to build their own models. Asking students to draw pictures of what they think the Canadian political system looks like could be a useful diagnostic activity, for example.

Note: See Organizational Models for Social Studies 30.

D. Timelines

Construction of timelines is an important strategy in helping students understand the sequence of events and their relationship to units of time.

Timeline: Evaluation

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1	
Creativity						
Organization, Neatness						
Accuracy, Completeness						X2

Comments: Total: 20

Presentation Strategies: SPEAKING

A. Oral Presentations/Speeches

Oral presentations and speeches follow a similar process to writing. As in the prewriting stage, research and organizing information are necessary steps preceding a speaking task. The steps necessary for effective speaking are:

1. Preparing an oral presentation speech
   - select a topic
   - carry out research
   - make an outline (organize information)
   - make notes
     - important points to cover (these should be as reminders only, not to be read)
   - practise
     - know topic and sequence
     - plan effective and interesting opening
     - practise often and in front of those who can offer constructive criticism

2. Speak clearly, distinctly and with clarity
   - time the length of report
   - enunciate clearly and crisply
   - pronunciation is important
   - audibility, volume and pitch are important qualities
   - variety (vary voice, avoid monotonous pattern)
   - speed (slowly rather than quickly, pause occasionally)
   - correct sentence structure

3. Delivery
   - look at audience (establish eye contact)
   - start slowly
   - aim voice at someone at back of the room
   - good posture, relaxed stance
   - avoid mannerisms that may distract (pacing, hand movements)
   - use enthusiasm/confidence to control attention

ORAL PRESENTATIONS/SPEECHES: EVALUATION

Note: Change and/or adapt according to need.

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1	
1. MATERIAL: a) ORGANIZATION – introduction, development, conclusion – clear, concise, logical order – effective, interesting opening						X2
b) CONTENT – topic clearly defined and explained – information relates to topic – enough information – facts and examples (correct/appropriate) – identifies/supports main ideas – opinions supported						X4
2. DELIVERY a) LANGUAGE – appropriate vocabulary – grammar (complete sentences) – clarity						X2
b) VOICE – audibility/volume/pitch – enunciation – pronunciation – variety/speed – enthusiasm/confidence						
c) PHYSICAL – eye contact – posture/appearance – gestures						
3. SUPPORT: (OPTIONAL) – visual/audio aid usage – question and answer section (answers brief/accurate)						(X2)

COMMENTS: Total = 50 (/60)

ORAL PRESENTATIONS SPEECHES: PEER EVALUATION

	Very Good 3	Satisfactory 2	Poor 1
1. Gave an interesting introduction			
2. Presented clear explanation of topic			
3. Presented information in acceptable order			
4. Used complete sentences			
5. Offered a concluding summary			
6. Spoke clearly, correctly, distinctly and confidently			
7. Maintained eye contact			
8. Maintained acceptable posture			
9. Presentation was interesting			
10. Used visual/audio aids well			
11. Handled questions and comments from the class very well			
		Total	33

B. "Horseshoe" Debate

A "horseshoe" debate is an informal debate but more organized than a discussion.

Organize classroom in a large "horseshoe" formation. Teacher's desk should be at the opening of the horseshoe so that the teacher is able to see all the students and monitor responses.

RULES:

1. No person may speak more than three times.
2. No person may speak longer than one minute at any one time.
3. Each person must be recognized by the chair before speaking.
4. All must have spoken at least once before others will be allowed the floor a second time. (Unless no one else wishes to speak.)
5. Discussion ends when:
   a) allotted time is up,
   or
   b) no one wishes to speak.

HORSESHOE DEBATE: EVALUATION

	Very Good 3	Sat. 2	Poor 1
1. Position stated/reaffirmed or opinion given.			
2. Related fact(s) stated to support position.			
3. Related fact(s) stated in rebuttal.			

No points will be given if the response:
a) is off topic;
or
b) breaks any of the rules of discussion.

C. Debating

Debating is more formal than discussion. It is a contest between two teams who test their skill in argument to win the audience's support. Debating follows rules of procedure.

CHARACTERISTICS:

- it is competitive
- requires that the participants take a position, either affirmative or negative, that cannot be changed
- more formal than discussion and follows rules of procedure
- its objective
  - start with a proposal
  - make the best case for it
  - win approval for that side
- the style is argumentative and persuasive

RULES:

The Subject

1. It must have two sides both of which are capable of being argued.
2. To avoid confusion, it must be worded positively, not negatively.
3. It should be stated clearly and briefly.

The Debaters

1. The side that supports the subject is called the affirmative; the side that does not, the negative.
2. Each team should prepare its arguments carefully: decide what points are to be covered by each speaker, consult books, prepare notes or cards, and anticipate the opponents' views.
3. Each debater's speech should be a good example of sound argument. It is better practice to establish four or five solid points than to list a catalogue of points.

The Procedure

1. The chairman announces the topic, introduces the speakers, explains any time limits and announces the judges' decision.
2. The debaters speak in this order:
   1. Fist Affirmative
   2. First Negative
   3. Second Affirmative
   4. Second Negative
3. The first speaker for the affirmative makes the rebuttal.

The Judgment

The decision is given to the side that has more effectively presented and refuted the arguments.

JUDGES' BALLOT FOR DEBATE: EVALUATION

Marks will be awarded based on the following skills:

1. Reasoning and Evidence
   Facts, statistics, authorities offered in support of contentions. Credit should be given for thorough, relevant research and use of sound logic.
2. Refutation and Defence
   Each speaker should demonstrate ability to use evidence and logic to refute the arguments of his opponents and defend those of his own side.
3. Discussion
   Each student is expected to participate in the discussion period. Are questions and statements concise and well-phrased?

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1
1st Affirmative Reasoning and Evidence Refutation and Defence Discussion					
1st Negative Reasoning and Evidence Refutation and Defence Discussion					
2nd Affirmative Reasoning and Evidence Refutation and Defence Discussion					
2nd Negative Reasoning and Evidence Refutation and Defence Discussion					
3rd Affirmative Reasoning and Evidence Refutation and Defence Discussion					
3rd Negative Reasoning and Evidence Refutation and Defence Discussion					

Summary:

Winning Team (total team points): ______

Winning Speaker (total speaker points): ______

Presentation Strategies: WRITING

A. Writing

Four types of writing assignments that stimulate and challenge students are:

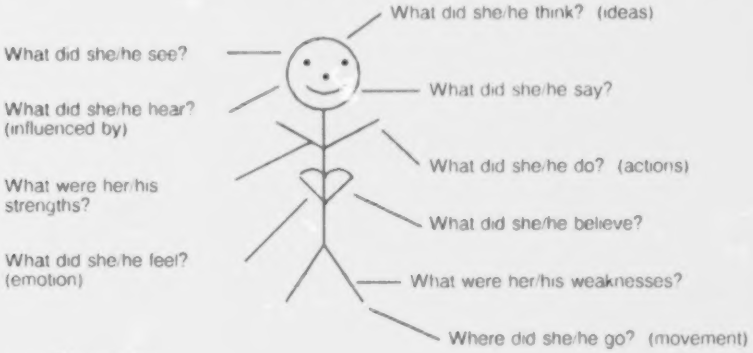
Report:	compiling information in your own words with a minimum of critical thinking.
Exposition:	explaining an idea, conducting an investigation, synthesizing issues or providing a new point of view to a problem. (Compare and contrast the views of ... toward ...)
Narration:	telling a story, an anecdote, drama or vignette using creative thinking. (Write a story about Louis Riel's trial combining fiction with actual facts.)
Persuasion:	evaluating an idea or belief. (Write a letter to the editor supporting or opposing the position of the government on free trade.)

The steps necessary for effective writing are:

1. Prewriting (planning, reading, listening and observing stage)
    - Select a subject
    - Develop questions to be researched (brainstorming)
    - Gather information and ideas (carry out research)
        - make notes in point form or own words (unless footnote)
    - Organize and sequence information and ideas
    - Develop an outline
2. Writing
    - Write main thoughts and feelings
    - Write clearly in sensible order
        - introduction and thesis
        - body
            - information researched
            - arguments and conclusions based on facts
        - conclusion
            - summary (repetition of main points)
            - significance, meaning or results
3. Revising
    - Are the main ideas included?
    - Is the message clear?
    - Does it include all the arguments?
    - Is it persuasive?
    - Make changes to content and structure.
4. Editing (form and structure become more important than content)
    - Improve the ideas
    - Proofread
        - word usage, tense
        - mechanics (punctuation, capitalization, spelling)
    - Review paper format
        - title page
        - table of contents
        - body (introduction, information, conclusion)
        - bibliography
    - Peer and or teacher evaluation (editing)
5. Rewriting
6. Presenting
    - Present final copy

B. Biography

Complete a biography of a future hero heroine, starting from a stickperson biography.


What did she/he think? (ideas)
What did she/he see?
What did she/he hear? (influenced by)
What did she/he say?
What did she/he do? (actions)
What were her/his strengths?
What did she/he believe?
What did she/he feel? (emotion)
What were her/his weaknesses?
Where did she/he go? (movement)

Then rewrite as a biography.

C. The Expository Essay

What's an Essay?

The word essay comes from the French word "essayer" meaning "to try." Thus an essay is a try, or an attempt to develop a main idea about a topic or question. Usually the topic is shown by the title and the essay should be developed around this.

A GOOD essay should contain:

1. An Introduction
2. A Body
3. A Conclusion

1. Introduction

   The introduction gives an overview about what information the whole essay includes. It should have a THESIS STATEMENT that accomplishes two things:

   - prepares the reader for what is to follow
   - arouses the reader's interest

   There are a number of types of introductions a writer may use:

   - Start with Thesis Statement (Overview) – general statement that summarizes the main ideas of the paragraphs contained within the body of the essay.
   - Contrast – or showing an opposite point of view or opinion – then stating your own main idea.
   - General Statement of Fact – its importance, then thesis statement.
   - Question(s) – then thesis statement.
   - A Story or Anecdote – then thesis statement.

The Expository Essay (contd.)

2. Body

- A number of paragraphs (depending on required length) that develop the main topic. Each paragraph should deal with only one main idea.
- Each paragraph must include a topic sentence. A special point of the social studies essay is that good use should be made of examples and reasons that illustrate and support the main ideas.

3. Conclusion

- One paragraph that summarizes your essay. It may restate the thesis statement in different terms, give a personal (editorial) opinion or leave a question to be answered. It could include an appeal for action (or personal action) or discuss implications for the future.

A GOOD essay should be presented in a logical step-by-step manner (be coherent). This can be ensured by using transitional devices. Care should be taken that the essay has unity—all facts are accurate and related to the main ideas about the topic. Unnecessary material and distracting details not important to the development of thesis statement should be left out, no matter how nice they sound.

A GOOD essay should always keep the reader in mind. Having coherence and unity should ensure that most other people will be able to follow what you have written, and understand the sense of it. If the essay doesn't do this, it will need rewriting.

PROCEDURE:

Step One: Are you clear about your assigned topic? Be sure that you understand the "instruction words" for the assignment. (e.g., discuss, compare, summarize, etc.)
Step Two: What information will you need? Where will you get this information? Survey the information to get a general idea of what is available.
Step Three: Make a rough outline of major headings under which you will place your information, and of questions for which you will need the answers.
Step Four: Make running notes from your reference sources under the appropriate headings.
Step Five: Writeup.
a) Make a topic outline using Roman numerals for each paragraph of your essay.
e.g., I. Introduction
II. Body Paragraph #1) Arrange your running
III. Body Paragraph #2) notes as part
IV. Body Paragraph #3) of topic outline.
V. Conclusion
b) Write the first draft of your essay. Proofread.
How's your spelling? Your grammer? Organization?
(Double space for easy correction.)
c) Write the final copy.

Why Write Essays?

1. To demonstrate your understanding of a topic.
2. To express opinion in an organized manner.
3. To develop personal and independent thinking.
4. To develop writing and organizational skills useful in your future.

ESSAY: EVALUATION

Your essay will be marked according to:

1. the way you write the essay (format)
2. the material you use (content)

1. FORMAT:

a)	Does the introduction prepare the reader for what follows and arouse the reader's interest in the topic?	1	2	3	4	
b)	Does the body develop the main topic clearly and logically?	1	2	3		
c)	Does the conclusion "round off" the essay?	1	2	3		
d)	Does each paragraph have a topic sentence?	1	2	3		
e)	Do the sentences make sense?	1	2	3		
f)	Is the spelling accurate?	1	2	3		
g)	Is grammar accurate?	1	2	3		
h)	Is handwriting clear and legible?	1	2	3		

2. ESSAY CONTENT:

a)	Does the writer show good understanding of the essay title?	1	2	3	4	5
b)	Does the essay use sufficient information that fits the topic?	1	2	3	4	5
c)	Does the essay use good examples to illustrate the points?	1	2	3	4	5
d)	Are the facts accurate?	1	2	3	4	5
e)	Does the writer show evidence of thought?	1	2	3	4	5

COMMENTS:

Mark/50

D. How to Write a Paragraph

The paragraph is the fundamental element of any written composition. Students will have been taught how to write paragraphs but may need review on this topic and some do not transfer the skills well from Language Arts. As with all skills, students will need to know the rules and will benefit from seeing some successful (and non-successful) outcomes.

- First, show the students some examples of model paragraphs, preferably written by anonymous students.
- Second, show examples of non-successful paragraphs.
- Third, explain the rules of paragraph writing.

Development
1. Decide the purpose (theme).
2. Collect the information.
3. Arrange the information in order in an outline.

Writing
1. Start with an introductory sentence: (usually this is the TOPIC SENTENCE that expresses the main idea).
2. Develop with two to six (usually) supporting sentences in sequenced order, using the collective information.
3. Finish each paragraph with a concluding sentence.
4. Read over: does the paragraph deal with the topic? Stay with one theme? Explain and support the main idea?

PARAGRAPH: PEER EVALUATION

Students will exchange paragraphs for peer evaluation and check the following:
- Does this paragraph fulfill the assignment instructions?
- Does this paragraph contain a good topic sentence?
- Does this paragraph have a good concluding sentence?
- Is this paragraph well organized?
- Does this paragraph use good grammar, spelling and punctuation?
- Does this paragraph use a variety of sentences?
- Does this paragraph use interesting and descriptive words?

E. Position Papers/Argumentative Essays

PROCEDURE*

Many students experience difficulty in writing position papers or argumentative essays. Difficulties arise for a number of reasons.

Much of this difficulty lies in defending a position by developing logical and well-developed arguments. Many students simply substitute information or unsupported assertions for thought.

What follows is an attempt to clarify some of the expectations and demands of this type of writing by reviewing some of the characteristics of the persuasive–argumentative essay to suggest the beginnings of instruction strategies that may enhance student writing.

*This strategy was developed by the Student Evaluation Branch.

1. Introduction and Thesis

THE FUNCTION OF THE INTRODUCTION IS SIMPLY TO INTRODUCE THE ISSUE IN A GENERAL WAY AND THEN TO COME TO THE POINT.

You may wish to define the problem or issue under discussion in general terms by:

- explaining why this is an important issue
- identifying alternate viewpoints on the issue
- explaining why people disagree on the issue by pointing out how their different positions show a conscious choice between alternate courses of action or ways of "seeing things"
- identifying and describing the values that underlie these different choices, i.e. the values that shape the positions taken.

Then arrive at your personal position (thesis) and express it unequivocally.

a) Evaluation of Introduction

Students are judged on how well they:

- indicate the value positions by demonstrating that a choice between alternatives is available
- demonstrate thoughtfulness and understanding in their descriptions of alternative value positions.

b) Instruction Strategy

Once an issue or problem has been determined for study, have students individually or in small groups complete a definition of the problem exercise by having them:

- identify **alternative viewpoints** on the issue
- isolate **relevant arguments** used in support of each viewpoint
- identify and describe the **values** in the issue
- provide an **issue statement** clearly demonstrating the choices available
- arrive at their **personal position** and **express** it unequivocally.

2. The Body

IT IS IN THE BODY THAT THE REAL POWER OF THE ESSAY RESIDES BECAUSE THE MIDDLE SECTION IS THE ARGUMENT.

You may wish to develop your arguments by

- making the necessary concessions to those who choose your position as soon as possible.
- devoting at least one paragraph to every major argument in favour of or supporting your position
- saving your best argument for last (climactic ordering).

3. Evaluation of The Body

Students are judged on how well they:

- show evidence of a position
- use logic and persuasiveness in defending their position by:
  - selecting appropriate examples and/or case studies
  - drawing a relationship between the examples and/or case studies and the position taken
  - basing arguments on **reason** and **logic**
  - basing arguments on **valid assumptions** and **premises**
- relate the case studies and/or examples to the issue
- describe the case studies and/or examples accurately (factually, verifiably)
- demonstrate a comprehensive understanding through the description of case studies and/or examples.

4. The Conclusion

Your conclusion begins with your position and widens toward a final broad statement. In your conclusion you may:

- sum up arguments
- draw conclusions from material presented
- show implications for future action
- restate your thesis in different words

BASIS FOR ARGUMENT

1. Reasons supporting an argument are based on something. At this point in their thinking and writing many students experience difficulty.

2. Students need to be aware of the basis for each of their arguments.

For Example:

BASIS FOR ARGUMENT	RELEVANT QUESTION(S)
1. Morality	Is it right? just? fair?
2. Presumed Effectiveness	Will it work?
3. Social Acceptance	Will citizens accept it?
4. Administrative Feasibility	Can it be managed (enforced)?
5. Financial Cost	How much will it cost?
6. Environmental Cost	What will be the impact on the environment?
7. Technological Readiness	Can we accomplish it using present levels of technology?
OTHERS??	

……

THE DEFENCE OF POSITION AND PRESENTATION OF EXAMPLE COMPONENTS

1. Instruction Strategy

Once an issue or problem has been determined, have students individually or in small groups plan their arguments.

First: Arriving at a Basis for Argument

The seven criteria in the previous section (Basis For Argument) were taken from the Social Studies 20 KANATA Kit. They serve as excellent points around which students can base their defence of position. There are other criteria available and students may wish to use these. (We often say to students, "Pick the best three reasons..." or "defend your position," but unless they are given a **basis** for developing arguments, the task is, for most, nearly impossible.) In many instances, there will be a need to help students understand each basis for argument. Each basis for argument can be identified by the question(s) it elicits. The questions included on the previous page are some of the more obvious ones and are intended as suggestions only.

Second: Selecting Relevant Evidence from Examples or Case Study Material

Students are often asked to use the library or their texts to survey case studies to collect "evidence" as support for their arguments. But, when they conduct research their task is made more difficult if they do not approach the research with questions in mind OR with at least a notion of what they are looking for. By establishing arguments **first**, collecting data becomes more purposeful. To avoid the possibility that students will limit their research to one or two arguments, it is recommended that they be encouraged to find at least one piece of evidence for **each** basis for argument as part of their research. This process helps them organize their research notes as well, since they can organize their data under headings created by using each basis for argument.

Third: Rank Ordering Arguments; Weakest to Strongest

Once students have identified the arguments and have matched them with relevant data, they will need to select those they will include in their papers. Or, if they have chosen a climactic ordering of events as their essay mode, it becomes necessary for them to make judgments to determine the strength of their arguments from weakest to strongest.

2. More Classroom Strategies

Ideas do not develop instantly, especially in the young. Young people move more visibly than do adults from the private, emotional and concrete to the public, rational and abstract. With practice and maturity, people become better able to hold and defend ideas persuasively. Providing students with activities that enable them to move comfortably and confidently into the realm of public knowledge, rational discourse and abstract thought can improve the quality of thought in their writing.

private knowledge	public knowledge
emotional response	logical, rational, scholarship
concrete	abstract

Some strategies that might help to develop the clarity of thought demanded by argumentative essays appear below.

Interviews: Taping "man-in-the-street" interviews with other students helps those interviewed define what they think, and gives the interviewer an introduction to the range of thought on a topic. Ideas will tend to be private and support based on emotional response. Ideas will tend to be imprecisely stated, especially if little previous thought has been given to the subject. As a preliminary activity to initiate thinking on a subject, this can be useful.

Small Group Discussions:

Small group discussions are useful for enabling students to grapple with concepts that may be new to them. Students rely, firstly, on their personal and private response to issues. Eventually, they are able to broaden their perspective, to take into account others' responses, and soon to make use of information that is public. Through practice in discussion with others, students clarify and develop ideas. Students become familiar with using the precise vocabulary of a discipline and therefore become more able to express ideas succinctly and clearly.

Debates: Debates provide students with practice in selecting ideas, and developing persuasiveness and substance in their arguments. Debates do not allow for discussion of the great grey area of ambivalence and ambiguity that is inherent in most complex subjects. For students who have not yet clearly defined a position and need to learn how to defend and support a position, this activity is useful. Debates are especially useful for practising persuasive tactics.

Seminars: Seminars provide students with the opportunity to clarify, substantiate and justify ideas for public display. They gain practice in critically examining differing or opposing views. As well, students experience a public response to evidence they have provided leading to use of more public, more valid support. Motivation to research ideas and supporting evidence is enhanced by the public nature of seminar discussion.

Exploratory Writing or the Ruminative Essay:

Writing opinion essays on topics under study helps students clarify their thoughts and marshall evidence to support their ideas. Students are not expected to be able to examine the full range of thought on a topic, but to determine their personal thoughts so that their ideas will develop and mature as study continues. Research shows that argumentative essays written after practice with exploratory writing rely more on public information and scholarship than on private knowledge and emotional appeal. They are more substantial, ideas are more strongly and confidently held, and support for ideas is more valid and persuasive. Students develop much clearer ideas about what they are writing because of the previous practice.

3. Characteristics of Persuasive Arguments in Defending a Position: A Summary

- A persuasive argument begins at the point of contention. That is, your introduction should concisely state the thesis of your argument and your position. e.g.

  Governments should use the principle of universality because such a policy would preserve . . .

  Nations are never justified in going to war because

- A persuasive argument draws its reasons and evidence from multiple sources. Use different kinds of evidence – establish different bases for your arguments.

- A persuasive argument is concise and focused; it does not stray or wander into side issues.

- A persuasive argument has discernable movement with the writer in control. For example:
  - a provocative introduction
  - arguments stated in clear, forceful language
  - evidence and fact supplied in support
  - thesis restated

- A persuasive argument anticipates the opposition. Show the effectiveness and desirability of your position BUT also answer the arguments of those opposed to your position.

- A persuasive argument will sometimes supplement evidence with emotional appeal BUT use with discretion and caution. BE CAREFUL! Emotional appeal is NO substitute for reasoned argument or solid evidence.

- A persuasive argument ends with a bang, not a whimper. The conclusion forcefully sums up what the evidence was intended to prove.

4. Things to Keep in Mind

- Every successful argument, written or oral, conforms to this pattern:
  - statement of case or position
  - recognition of opposition, and
  - defence with the strongest argument last.

- There are arguments that can be defended with reference to personal experience and arguments that demand an ever-widening range of public knowledge. It is the second type that is most approprate for Social Studies 30.

- Ask yourself when writing:
  - What stance have I taken to the topic?
  - What tone have I adopted toward the reader or opponents of my views?
  - How logical and complex a rationale have I developed?
  - What quality of evidence have I presented?
  - How coherent (connected) and controlled is my writing?
  - What control of language and form do I show?

POSITION PAPER: EVALUATION

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1
I. Organization, Form and Writing Style					
a) Well-developed introduction and conclusion.	5	4	3	2	1
b) Correct sentence structure.	5	4	3	2	1
c) Correct paragraphing.	5	4	3	2	1
d) Correct spelling.	5	4	3	2	1
e) Overall impression: title page; proofreading	5	4	3	2	1
II. Knowledge and Use of Information					
a) Accuracy of information.	5	4	3	2	1
b) Inclusion of essential information.	5	4	3	2	1
c) Absence of irrelevant information.	5	4	3	2	1
d) Sustained discussion of topic.	5	4	3	2	1
e) Ability to point out the major issue(s) and related problems.	5	4	3	2	1
f) Ability to see the topic in context.	5	4	3	2	1
g) Logical development (unity and coherence).	5	4	3	2	1
III. Synthesis and Judgment					
a) A clear statement of position.	5	4	3	2	1
b) The use of a wide variety of evidence to support the thesis.	5	4	3	2	1

F. Primary Trait Scoring: Extended Written Response

The rationale underlying primary trait scoring is that writing is done in terms of an audience and can be judged in view of its effects on that audience. Particular writing tasks require particular approaches if they are to be successful. The approach used by the writer to reach and affect his her audience will be the most important — the primary trait of a piece of writing. For example, the writer of a set of directions must present things in a logical and unambiguous manner if he expects readers to follow the directions. Therefore, the primary trait of a written set of directions would be an unambiguous, sequential and logical progression of instructions. Successful papers will have that trait, but unsuccessful papers will not, regardless of how clever or well written they may be in other respects. On the other hand, the purpose of campaign literature is to persuade a reader to vote for a candidate. A successful campaign paper will have certain persuasive traits that an unsuccessful one will not have, and these traits will differ from those necessary for a successful set of directions.

The best response, presumably, will be those that pursuade the reader to adopt the writer's point of view. In other words the primary trait in this case is persuasiveness. Responses that are not persuasive cannot receive a high score regardless of how well written they may be in other repects (e.g., in terms of word choice, sentence structure or organization).

Mark Allocation: EXAMPLE:

A total of 20 marks is allotted to a question on a unit exam (20 100). The response will be scored on a five-category scale. The student score will be adjusted by a factor of four.

DESCRIPTOR	SCORE	CRITERIA FOR SCORING
EXCELLENT	5	The writer presents an excellent argument based on solid reasoning and carefully selected facts. His her use of language is accurate and effective. His her letter is very persuasive in supporting his her position.
GOOD	4	The writer presents a good argument based on logical reasoning and relevant facts. His her use of language is clear and understandable, although there may be a few minor grammatical and spelling errors. His her letter is persuasive and it supports his her position well.
ACCEPTABLE	3	The writer presents an identifiable position based on related facts. His her use of language is adequate, although there may be some grammatical and spelling errors. His her letter is somewhat persuasive in supporting his her position.
LIMITED	2	The writer presents a confused statement of position. His her arguments tend to rely on emotion and not logic. The facts cited are only remotely related. His her use of language is limited and displays frequent grammatical and spelling errors. His her letter is unpersuasive.
POOR	1	The writer does not present a definable position, or he she may state a position but makes little or no attempt to defend it. Content is inaccurate or inappropriate. His her use of language is seriously flawed with numerous grammatical and spelling errors. His her letter either lacks a sense of purpose or is completely unpersuasive.
(0) – "Zero" is a special category. It is not an indicator of quality. It should be assigned to papers that are blank, totally illegible or address a completely different topic.		

G. RAFT

The letters RAFT refer to a writing strategy that attempts to take students out of their present roles and into the roles of others.

One way to make activities more appealing is to vary the role, audience and format for students in writing assignments.

R - role (reporter, scientist, Czar, etc.)
A - audience (family, employer, business, etc.)
F - format (letter, report, diary, news report, etc.)
T - tense (past, present, future)

RAFT ASSIGNMENT: EVALUATION

	Exc. 5	Good 4	Sat. 3	Fair 2	Poor 1	
Content • accuracy • completeness						X2
Organization, Neatness • lack of writing errors						
Role, Audience • role addressed throughout • audience addressed						X2

Comments:

Total: 25

ORGANIZATIONAL MODELS AND ACTIVITIES

This section contains strategies, activities and evaluation ideas. It also includes organizational ideas, but is not a series of self-contained teaching units for each topic. The materials illustrate various approaches to covering the objectives of a particular topic. The TRM should be viewed as an "idea generator." It is assumed teachers will adapt the ideas and use the procedures and activities to meet the prescribed knowledge, skill and attitude objectives.

The prescribed learner expectations including critical and creative thinking goals, inquiry issues and questions and specific learner expectations (knowledge, skills, attitudes) are contained in the *Program of Studies*. The learner expectations for each topic are to be integrated into appropriate classroom experiences (exercises and activities) for students. See "Planning For Instruction" for planning and evaluation ideas.

The teacher should consider how a topic or lesson will be introduced, how it will be developed and how learning will be reinforced. There are a variety of strategies and activities that a social studies teacher can use to promote learning. When selecting activities to meet the objectives, keep in mind the cognitive development, learning styles, interests and needs of the students.

Organizers and activities found in other topics and in other social studies courses (refer to *Social Studies 10/20/30 TRM*) can be adapted to meet the needs of your students for studying a topic.

Note: A number of learning resources identified in this section have not been authorized by Alberta Education. As these resources have not undergone the standard review procedures of Alberta Education, Alberta Education does not accept responsibility for use of these resources with students.

SOCIAL STUDIES 13
CANADA IN THE MODERN WORLD

Introduction

The Social Studies 13 course, "Canada in the Modern World," has a focus on responsible citizenship and is appropriate for those students who require more help and alternative approaches in acquiring and developing knowledge, skills and positive attitudes. Social Studies 13 is an interdisciplinary course focusing on twentieth-century Canada. There are two topics in the course; each topic receiving approximately the same amount of time. Topic A, "Canada in the Twentieth Century," includes two subtopics and six themes; diversity, unity, identity and sovereignty, security, cooperation. Topic B, "Citizenship in Canada," includes the three themes of rights and responsibilities, government and politics, and citizen participation. Specific process, communication and participation skills, as well as inquiry strategies, will be developed in Social Studies 13. Students will also be encouraged to develop the positive attitudes listed in the program.

As you use this teacher resource manual, you will need to refer back to the *Program of Studies* for Social Studies 13/23/33, so that planning is based on the prescribed knowledge, skill and attitude objectives.

Organizational models, opening exercises, activities for developing the topic and closing exercises are included in this section of the teacher resource manual to help you plan for instruction. Any organizational model may be used, provided that an issue and a question are included in each topic, and that the knowledge, skill and attitude objectives from the *Program of Studies* are addressed. The models and activities presented provide assistance for developing particular issues, questions, knowledge, skills and attitudes of the program. However, the exercises and strategies included in the manual are only examples that serve to illustrate various approaches to fulfilling the course objectives. They are not intended to cover all of the objectives of the program. It is assumed teachers will use other procedures and present their own activities to meet the prescribed knowledge, skill and attitude objectives.

Suggestions for Teaching Social Studies 13 Students:

- Develop abstract concepts by building from a concrete, personal level to a more abstract level (e.g., the exercise on identity on pp. 66-67 of this manual begins with personal identity and leads to the idea of national identity).
- Attempt to interest students in things that have an immediate and practical application to them and that are of personal and social importance. Try to tap areas of student experience or interest, especially in determining issues and questions for inquiry.
- Provide students with some choice in projects and assignments so they can use their strengths and talents (e.g., see the independent student project found on pp. 101-109 or the Canadian content magazine project found on p. 77).
- Design activities in small "chunks" to accommodate the shorter attention span of some students.
- Provide a great deal of positive reinforcement, praise and constructive criticism to help build self-esteem.

- Encourage discussion, including class discussion and small group interaction. Students seem to require a great deal of "talk" to enhance understanding.

- Employ a wide variety of evaluation techniques (e.g., participation, short paragraphs, debates, group work).

- Focus on skill development by providing explicit instruction and by modelling skills to be developed.

- Provide a great variety of instructional strategies, including audio-visual materials, so students will visualize their learning.

The models and exercises, together with evaluation components, learning resources, and skill development charts and other information in the appendices, will help you achieve the Social Studies 13 objectives.

SOCIAL STUDIES 13: TOPIC A
CHALLENGES FOR CANADA IN THE TWENTIETH CENTURY

The materials for this topic include two models for organizing the topic along with several exercises and activities to develop the content. The two organizers present a general framework for approaching Topic A and are intended as examples of how to arrange the topic for instruction. The exercises following each model are designed to illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activites, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 13, Topic A.

Specific instructions accompany the exercises and activities so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning environment and your teaching style.

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ORGANIZATIONAL MODEL 13A-1
THEMATIC FOCUS MODEL

OPENER
Understanding Identity

↓

DEVELOPMENT OF CANADIAN SOVEREIGNTY
(Subtopic Canada in The World: Theme I - Sovereignty and Theme III - Cooperation)

↓

REGIONALISM
(Subtopic Canada in the Twentieth Century: Theme I - Diversity and Theme II - Unity)

↓

ROLE AS A GLOBAL CITIZEN
(Subtopic Canada in the World: Theme II - Security and Theme III - Cooperation)

↓

CANADIAN IDENTITY
(Subtopic Canada in the Twentieth Century: Theme III - Identity)

↓

CLOSURE
A Canadian Magazine

Model Description: Thematic Focus Model

This model focuses on understanding Canada's identity as a nation.

To understand the Canadian identity, students first explore the evolution of Canada as a nation. They examine how Canada gained final control over her internal and foreign affairs. This section then concludes with a study of various events that are challenging Canadian sovereignty today. This provides an opportunity for the development of issues and questions for inquiry such as, "Should the Canadian government increase the amount of Canadian content required in prime time television?"

A further component of the Canadian identity is our regional nature. Study will focus on the regional nature of Canada in areas such as geography, the economy, social fabric, culture and ethnicity. The differences in the various regions in terms of these factors will be noted. Students will also examine how, at various intervals in Canadian history, certain regions or groups have felt a sense of isolation within Canada and how this has led to the formation of new political parties. Students will gain an understanding of how Canadians deal with diversity in developing our unique Canadian identity. The study will focus on those features within Canadian society, including Canadian government structure, policies or programs, that accommodate and allow for diversity and that try to promote unity among Canadians.

Once this basic understanding of Canadian identity has been developed, students will examine the role Canada plays as a nation in the global community today and will develop an understanding of the impact of these interactions on our identity. They will survey Canada's defence/military involvements in the global community such as in NATO, NORAD and peacekeeping activities. Students will examine how international involvements such as membership in the United Nations helps Canadians define themselves and helps others understand who we are. Finally, current challenges in terms of global affairs for Canadians will be examined. Again, teachers should develop appropriate issues and questions for inquiry such as, "Should Canada increase its involvement in United Nations programs?"

As a final exercise, students will look at national symbols, the Canadian family tree, ethnic population distribution and Canada's participation in the two world wars to see how these help to define our identity. They will compare Canadians' perceptions of themselves with the views others have of Canadians. A final issue could be used to summarize many of the concepts and content of the topic: e.g., "Should Canadians further encourage the development of a national identity?"

The following activities can be adapted for use with this model:

- *Opening Activity - Regionalism Mapping from Model 10A-2, Activity 3**
- *Horseshoe Debate on Sovereignty from Model 10A-2, Activity 4**
- *Foreign Policy Scrapbook from Model 10A-2, Activity 5**
- *Informal Debate on Rights and Responsibilities from Model 13B-2, Activity 2*
- *Committee Work on Examinations from Model 13B-2, Activity 3*

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*See *Social Studies 10/20/30 Teacher Resource Manual* (1990).

Activity 1 (Opener): Understanding Identity

OVERVIEW

Since the focus of Model 13A-1 is identity, it is vital that students have an understanding of this concept. This activity examines identity from a personal focus and then expands the understanding of this concept. If it is done at the beginning of a term, this activity has an additional benefit; it allows students and the teacher to become better acquainted on a personal level and, thus, helps to build classroom rapport.

In this identity opener, the use of creative thinking skills is highlighted by involving students in brainstorming, creating symbols and answering speculative questions. By having students create a personal coat of arms, visual communication skills are developed. As well, students will practise group participation skills if brainstorming activities are done in small groups.

This activity encourages positive attitudes toward the uniqueness of Canada.

PROCEDURE

1. Begin with the concept of personal identity by having students:

    a) complete sentence stems such as:
        i) My name is . . . and I like . . .
        ii) I am someone who likes . . .

    b) participate in a discussion
        i) focus discussion on these questions:
            - what is identity?
            - what forces shape identity (who you are)?
            - why is identity important?
        ii) volunteer responses
        iii) list responses on blackboard overhead
        iv) categorize responses as to:
            - physical characteristics
            - history (time references)
            - occupation/activities/hobbies
            - relationships
            - culture/tradition/religion (ethics)
            - personality

2. Introduce the concept of symbols by having students:

    a) define "symbol"

    b) identify meanings of common symbols from pictures/overheads

    c) discuss what symbols have to do with identity.

3. Reinforce the concepts of identity/symbols through an assignment to create a personal coat of arms/shield. (The teacher might model a completed project by creating one for him or herself.)

4. Link the concepts of personal identity/symbols to Canadian identity by one or more of the following:

   a) Examine an overhead/picture of the Arms of Canada (coat of arms) and discuss its symbolism.

   b) Create five symbols for Canada (stress that all Canadians would be expected to agree on them). This could be done in small groups and shared with the class.

   c) Brainstorm the question: "If someone from another country asked you 'What is a Canadian?' how would you answer?"

   d) Brainstorm the question: "What items would you include if you were sending a capsule into space that would show an alien culture what Canadians are all about?"

   e) Design a new Canadian stamp or coin and explain its significance for Canada.

   f) Examine the symbols used on Canadian coins and bills and speculate why these were chosen and what they reveal about the Canadian identity.

Note: Alternatively, all these strategies could be used by having students work in small groups and select one option to complete. In the presentation of their ideas, discussion would focus on the different ideas about Canada's identity.

5. As a summary, have students:

   a) Answer, in paragraph form, the question "Why is it so difficult to define the Canadian identity?"

   b) Read answers aloud and, in a class discussion, create a number of generalizations in answer to the question.

EVALUATION:	Teachers could formally evaluate both the student-created Arms of Canada (coat of arms) and the individual student paragraphs. It is recommended that students' coats of arms be displayed in the classroom with the Canadian and provincial shields. Students should be made aware of the components and expectations of the evaluation strategy at the start of the activity.

Activity 2: Mapping and Continuums For Regional Diversity

OVERVIEW

These activities are designed as part of an examination of regional diversity in Canada. After researching provincial data on social and economic indicators (gross provincial product, per capita income, unemployment rates, training education levels, etc.), students chart their information in distorted maps and continuums to facilitate comparison of the provinces. Through these activities, students will develop an understanding of the concept of regional disparity.

These activities help develop numerous skills, such as:

- locating data in sources such as almanacs, yearbooks and vertical files
- interpreting maps and charts by identifying relationships between data
- communicating information visually

Before beginning the activity, students (either individually or in groups of two or three) would have gathered data (social and economic indicators) on one province. Then students would have shared their information to create a retrieval chart.

In discussing the data gathered, the teacher would point out that there are many ways to show comparisons/contrasts between the provinces more clearly through visual means. Students might suggest methods such as bar or line graphs. The teacher would use this opportunity to introduce distorted maps and continuums.

PROCEDURE

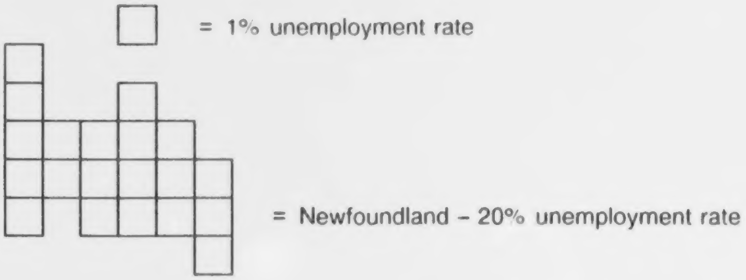
1. Distorted Map

   a) The teacher should have available a "traditional" map of the world and a sample distorted map (an authorized atlas such as *Canada and the World*, by Geoffrey J. Matthews et al., Scarborough: Prentice-Hall Canada Inc., 1985, contains several examples of these). Through a brief discussion of these, students should note how a distorted map can be an effective tool for presenting comparative data.

   b) The teacher should then model how to construct a distorted map.

Note: using graph paper increases the accuracy of the map.

For example, if Newfoundland's unemployment rate is 20 percent and Ontario's is 9 percent, then Newfoundland should be a bit more than twice the size of Ontario on the map.



c) Students would then select or be assigned an indicator to map.

d) After student maps are completed, they could be presented to the class as part of a discussion in which students make generalizations about patterns regarding regional disparity.

e) The activity could conclude with a brief discussion on the effectiveness of such maps. Both the advantages and disadvantages should be discussed. Students should be encouraged to critically assess methods used to convey information.

2. Continuums

a) Following the same procedures as above, the teacher should examine a sample continuum so students understand how to organize these data in rank order, either vertically or horizontally, and how to construct a continuum. One simple idea is to have students stand against the wall and form a continuum by height; then form different continuums using other indicators such as birthdates.

Before students begin, the ranking system should be discussed. This will also clarify student understanding of the social and economic indicators. For example, if the per capita income for a province is high, this is a sign of economic strength; however, if the unemployment rate is high, does this indicate the same? Students should be sure that their ranking system in their continuums will allow for easy comparison.

b) Again, students would then construct a number of continuums to chart the data they have collected on the provinces, and use these to discern patterns of regional disparity.

For example:

Typical Unemployment Rates, 1987

7.2% –	– Ontario
8.1% –	– Saskatchewan
8.5% –	– Manitoba
10.6% –	– Alberta
11.4% –	– Quebec
13.9% –	– British Columbia
15.6% –	– New Brunswick
16.1% –	– Nova Scotia
17.7% –	– Prince Edward Island
23.8% –	– Newfoundland and Labrador

Note: Students would highlight or use colour-coding to indicate the province they researched.

EVALUATION: Students would be formally evaluated on their distorted maps, continuums and generalizations. As well, the teacher could create a skills-based quiz to test students' ability to read and interpret distorted maps, continuums and graphs.

Activity 3: Team Learning on Canada's Participation in Peacekeeping

OVERVIEW

The purpose of this activity is for students to survey the role Canada has played in peacekeeping missions of the United Nations. In groups, students select or are assigned one example of Canadian participation to research. Then students meet with others who have researched different examples to complete a retrieval chart. To conclude, students orally or in writing take a position on Canada's continued participation in United Nations peacekeeping missions.

Many process and participations skills are reinforced in this activity:

- locating, interpreting and organizing information
- synthesizing information by taking a position and supporting it with reference to the information collected
- interacting effectively with others to complete a task

Students are also encouraged to appreciate Canada's role as a nation in an interdependent world.

PROCEDURE

1. The class is divided into groups to research one example of Canada's UN peacekeeping involvement.

Sample breakdown:
Group A - Korea (1950-54) five students per group
Group B - Egypt (Suez 1956-67) five students per group
Group C - Congo (1960-64) five students per group
Group D - Cyprus (1964-) five students per group
Group E - India Pakistan (1965-66) five students per group
Group F - Egypt (1973-79) five students per group

2. Each of the five group members is responsible for gathering information to complete a retrieval chart such as the following:

LOCATION	NATURE OF CRISIS	PARTICIPANTS	CANADIAN CONTRIBUTION	CONSEQUENCES OF PEACEKEEPING ACTIONS

3. When students have individually completed their research, they meet with their entire group to share and check their information. At this point, it would be a good idea for the teacher to check their final summaries for accuracy and completeness.

   As a group, students could prepare a brief summary on a file card of the peacekeeping mission. These cards could be posted on a world map displayed in the classroom.

4. At this point, students are reorganized into groups of six, with one "expert" from each of groups A, B, C, D, E, F. In this group, students teach the other students about the peacekeeping mission they researched in detail. As students listen, they make brief notes to complete their retrieval charts with information on all the examples.

5. To conclude, students use their retrieval charts to support a position on the question, "Do you think Canada should continue to take part in peacekeeping operations?"

   This could take the form of a paragraph, a letter to Canada's ambassador to the United Nations or simply a class discussion.

EVALUATION: The teacher could formally evaluate student individual research and written position statements. Students also could complete a peer evaluation of their group members or a self-evaluation of their contribution to both groups. Students should be made aware of the components and expectations of the evaluation strategy.

EVALUATION:

Peer Evaluation Student Name: ____________________

	Poor	Fair	Avg.	Good	Exc.
1. This individual has attended regularly and has been punctual for all sessions.	1	2	3	4	5
2. This individual has contributed his her full attention to the planned group activity.	1	2	3	4	5
3. This individual has contributed his her time to project research/task.	1	2	3	4	5
4. This individual has contributed his her time to shaping the final product.	1	2	3	4	5
5. This individual has allowed all other members of the group equal opportunity to contribute their views.	1	2	3	4	5

Evaluated by: ____________________ Total /25

EVALUATION: Self-Evaluation Checklist

Take a few minutes to reflect honestly on your contribution to your group. Put a check next to those statements that are true of you and fill in the other appropriate places.

1. _______ I came to the group meetings prepared with some ideas to share.

2. _______ I listened thoughtfully and actively in my group.

3. _______ I can recall other group members' ideas. One idea was: ______________________
____
____

4. _______ I was open-minded in listening to others.

5. _______ I asked other group members questions about their ideas.

6. _______ I expressed my ideas clearly.

7. _______ I contributed some ideas to the discussion. One idea I contributed was:
____
____
____

8. _______ I supported my opinions with specific reasons.

9. _______ I kept my remarks on the topic.

10. _______ I encouraged other group members to give their ideas.

11. _______ Our group made sure we understood what we were to do before we proceeded.

12. _______ Our group got to work right away.

13. Here is something I learned from today's discussion: ______________________
____
____

14. Next time I work on a group project, something I would do differently is:
____
____

Topic: ____

Our task was: ____

We fulfilled our task _____ well _____ satisfactorily
_____ unsatisfactorily _____ not at all

Name ______________________________

Group ______________________________

Activity 4: Oral Presentation on a Prominent Twentieth-Century Canadian

OVERVIEW

To enrich student understanding of the many factors that foster a sense of Canadian community, students should focus on the contributions of individual Canadians. While this activity does not focus directly on any one section of the program, it is an example of an enrichment exercise applicable to the Social Studies 13 elective component of the course.

From a list of prominent Canadians in various areas (political, social, cultural and economic), students select one individual to research. The Social Studies 13 basic text, *Canada: History in the Making* is excellent as an idea generator for this activity. After each lesson, a short biography of a famous Canadian is included. In creating this list, teachers should be sure that resources at an appropriate level are available in the library to avoid frustrating students as they research. Before students begin their research, it would be advisable to make them aware of various specialized resources such as biographical dictionaries and encyclopedias useful for biographical topics. This could be done through a presentation by either the teacher–librarian (if available) or the classroom teacher, accompanied by a short practice exercise for the students.

Students will present their information in a speech to the class in which they take on the role of the individual trying to persuade the audience that he or she belongs in a Canadian "Hall of Fame." Having the students adopt the persona of their research subject allows for increased creativity in the speeches, as well as reducing some of the anxiety of public speaking. Presentations should be spread out over several weeks, with only two or three speeches per class.

Besides developing student oral communication skills, this activity builds skills in locating, interpreting and organizing information through the biographical research involved. Students would also prepare a bibliography of the sources they used in their research.

PROCEDURE

1. Introduce the assignment by having students suggest names of individuals they feel have contributed to the Canadian identity or to our sense of community. At this point, students may have difficulty in creating any kind of extensive list that might lead to a brief discussion on why Canadians don't seem to have many "heroes."

2. Hand out the assignment to the students (see attached) and have students select an individual to research.

3. Conduct library orientation on biographical resources.

4. Students complete their brief research.

5. At this point, students should receive instruction in preparing their speeches. By examining a model speech, students could analyse the qualities of a good speech. Also, the teacher might model a presentation for the students. The teacher should encourage the use of costumes, props and supplemental items to create interesting presentations. For example, if students are presenting a singer, they might have taped excerpts of some of that person's songs, or, if they were presenting an artist, they would bring prints or photos of sample work.

6. Optional: Students could also be asked to create a poster that reflects their selected individual's contribution to Canada. These could be displayed in the classroom on a "Hall of Fame" wall.

EVALUATION: Student speeches would be evaluated, using the evaluation sheet following. This evaluation could incorporate peer evaluation (for example, two students could evaluate a presenter and this could count toward one third of the final grade). As well, students would submit their bibliography and poster (optional) for evaluation. Students should be made aware of the components and expectations of the evaluation strategy during the introductory phase of the activity.

13A-1

ORAL PRESENTATION ON A PROMINENT TWENTIETH-CENTURY CANADIAN

Topic: Contributions of a prominent Canadian
Audience: Members of the class
Purpose: To persuade
Format: Short speech

In this assignment you are asked to select from the list presented in class a Canadian figure who interests you.

Note: If you have a name to add to this list, check with the teacher first.

A. Research the life of this person, covering:

1. When and where he or she lived.
2. What contributions he or she made and why he or she should be remembered (primary focus).

B. In doing your research:

1. Use varied sources including only one standard encyclopedia source and at least two other sources (suggestions will be given in class).
2. Prepare a bibliography to hand in, being sure to follow the proper format (10 marks).

C.

1. After collecting your biographical information, imagine that you are that person. Now prepare a short speech (two to three minutes) to persuade your audience (twentieth-century high school students) that you should be remembered today; that you belong in the "Canadian Hall of Fame."
2. Consider costuming or props to enhance the effects of your presentation. For example, if you are an artist, bring some samples of your work, perhaps reproductions in books to put on the opaque projector. Or if you are a hockey player, how about dressing the part?
3. Organize your main points and prepare note cards to aid your presentation. These will be handed in after your speech. (5 marks)
4. Most important, practise delivery of your speech (in front of a mirror, your family, your friends) to get over the "tremblies," and to perfect organization, knowledge of material, gestures, voice pace and inflections.
5. Prepare a poster for classroom display. On this, have the name of the character and his or her main contributions. (10 marks)

TOTAL --- 55 marks

- bibliography	10 marks
- speech note cards	5 marks
- poster	10 marks
- speech	30 marks

Date of production ______________________

EVALUATION: Peer Evaluation of Oral Presentation

Student presenting report: ______________________ Date: ____________________

Topic presented: ____

Directions: Draw a circle around the dot in the column that best fits your evaluation. D stands for definitely yes; S for sometimes; N for no.

Content:	D (3)	S (2)	N (1)	
1. Did the introduction arouse your interest?	●	●	●	X 1
2. Did the speaker provide examples and details to support ideas?	●	●	●	X 3
3. Did the conclusion draw the ideas together in an effective way?	●	●	●	X 1
				/15
Delivery:				
1. Was adequate preparation made so the speaker talked with little hesitation?	●	●	●	X 1
2. Could the speaker be heard and understood clearly?	●	●	●	X 1
3. Did the speaker make eye contact with the audience?	●	●	●	X 1
4. Did the speaker seem enthusiastic about the subject?	●	●	●	X 1
5. Did the speaker use props or costumes to add interest?	●	●	●	X 1
				/15

Comments:

Total /30

Evaluated by: ______________________________

Activity 5 (Closure): Creation of a Canadian Magazine

OVERVIEW

To summarize the focus of the entire topic—identity—the class will create a magazine composed entirely of Canadian content. This content will reflect the main themes and concepts of the topic. Such a project will encourage students to draw on the knowledge they have gained. Also, student abilities/strengths can be highlighted.

This project will, of course, reinforce many of the attitude and skill objectives of the topic.

PROCEDURE

The entire class could decide on an appropriate title and logo/masthead for their magazine. As well, they could brainstorm possible content.

Suggestions:

- ads for all Canadian products
- Canadian recipes of either ethnic origin or using uniquely Canadian ingredients
- reviews of Canadian films, music, etc.
- cartoons about Canadian issues or changing perceptions of Canada's identity
- "news" stories on important events related to the themes (for example, Canadians Storm Vimy Ridge; Canadian Troops Go to Korea; Canada Gets Own Flag, etc.)
- feature stories on Canadian fashion, entertainment, sports
- original art work on Canadian themes
- profiles/interviews with prominent Canadians
- creative writing such as poems or short stories related to one of the themes

Students select one project to complete for inclusion in the magazine.

As well, if the teacher has kept copies of writing students have done throughout the unit, suitable "editorials" or "letters to the editor" on Canadian issues could be selected.

Attention will have to be given to editing/polishing of finished work so it is "ready for an audience."

If funds permit, the finished magazine should be duplicated so each student contributor has a copy. Extra copies could be distributed to other classes, parents, etc.

EVALUATION:	For a sample evaluation scale, see *Social Studies 10/20/30 TRM*, Model 10A-1, Activity 5.

ORGANIZATIONAL MODEL 13A-2
MAJOR QUESTIONS AND ISSUES MODEL

Canada in the Twentieth Century

What forces have shaped the development of Canada as a nation with a unique identity made up of diverse communities?

(Themes: Diversity, Unity, Identity)

Canada in the World

What has Canada done to become a sovereign and secure nation while promoting cooperation with other nations?

(Themes: Sovereignty, Security, Cooperation)

Inquiry Issue

Should Canada move toward a closer relationship with the United States?

Model Description: Major Questions and Issues Model

The development of the topic using this model focuses initially on two major questions related to each of the subtopics.

Students begin with an examination of the forces that have shaped the development of Canada in the twentieth century as a nation with a unique identity made up of diverse communities. The focus should be on the pluralistic nature of Canada, politically, socially, culturally and economically. Students will gain an understanding that this diversity has been both a positive and negative force for Canada. Study should then focus on efforts to promote unity and a sense of community within Canada. Finally, this subtopic should conclude with an examination of how these two forces have helped define the Canadian identity.

In the second subtopic, students survey the evolution of Canada as a sovereign nation and how Canada has achieved and maintained its security. Students will also examine Canada's cooperative roles as it works with other nations and organizations in the global community.

Within these major questions, teachers are encouraged to develop other minor issues and questions where appropriate; for example, in subtopic one, "Should Canada continue to promote an official government policy of multiculturalism?" or in subtopic two, "Should Canada increase its foreign aid spending to the UN figure of 0.7 percent of its GNP?"

To conclude the topic, students will examine in detail the issue "Should Canada move toward a closer relationship with the United States?" Through a number of case studies of different aspects of Canada's relationship with the United States, students will apply and further develop the concepts from the two subtopics. For example, a case study of cultural sovereignty related to the broadcasting media would draw on the themes of unity and identity from subtopic one. A case study of Canada's involvement with NORAD would draw on the themes of sovereignty and security from subtopic two.

The following activities can be adapted for use with this model:

- *Opening Activity - Visual Concept Formation from Model 10A-2, Activity 1**
- *Horseshoe Debate on Sovereignty from Model 10A-2, Activity 4**
- *Foreign Policy Scrapbook from Model 10A-2, Activity 5**
- *Informal Debate on Rights and Responsibilities from Model 13B-2, Activity 2*
- *Committee Work on Examinations from Model 13B-2, Activity 3*

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*See *Social Studies 10/20/30 TRM* (1990).

Activity 1 (Opener): Cartoon Analysis to Introduce the Issue

OVERVIEW

This activity is designed as an introduction to the examination of the issue "Should Canada move toward a closer relationship with the United States?" The purpose of this activity is to have students focus on the issue and identify underlying values by analysing a number of political cartoons on Canadian-American relations.

In pairs, students will select a political cartoon on one dimension of Canada's relationship with the United States. They will analyse the cartoon and make a brief presentation to the class, explaining the cartoon. The class will construct a retrieval chart to summarize the main points of all the cartoons presented and use these to make generalizations and identify underlying values.

This activity focuses on planned learning to teach the skills of interpreting cartoons. Students will also be developing skills in critical thinking by recognizing bias in the cartoons and organizing, analysing and synthesizing information. As well, skills in oral communication and group participation will be practised.

Also, positive attitudes such as a continuing interest in national, political and cultural affairs in Canada and an appreciation of Canada's role as a nation in an interdependent world will be encouraged.

PROCEDURE

1. The teacher should have available a "cartoon bank" of political cartoons depicting different viewpoints on Canadian-American relations on various topics. Cartoons should present both positive and critical views of the topic.

   As a starting point, teachers might use cartoons drawn from the basic texts for Social Studies 10 and Social Studies 13:

Cultural Issues –	*Discovering Canada: Shaping an Identity* p. 322
	Canada: History in the Making p. 405
Economic Issues	*Canada Today* (Second Edition) p. 327
	Canada: History in the Making p. 388
Political Issues –	*Discovering Canada: Shaping an Identity* p. 220
	Canada Today (Second Edition) p. 284

2. In pairs (depending on the number of cartoons), students select or are assigned one cartoon on which to complete the analysis assignment below:

Topic:	Canadian-American relations through a cartoonist's eyes.
Audience:	Classmates.
Purpose:	To interpret/explain the viewpoint of an editorial cartoon.
Format:	Oral presentation to the class using an overhead of a cartoon.

3. Students use the following questions as a guide in developing their presentation:

   a) Are there any people in the cartoon? If so, are any of them "real" people? Who are they? What impressions does the cartoonist create of the people? How?
   b) Are any details in the cartoon symbols? If so, what do they symbolize?
   c) What is the main idea of the cartoon or main point made by the cartoonist?
   d) What issue or problem is dealt with in the cartoon?

The teacher should also use a sample cartoon to provide a model analysis using the guide questions, and model a presentation. (In their presentation, students will reverse the questions, beginning with a generalization of the overall idea of the cartoon and support this with specific detail drawn from the cartoon.)

While students are preparing their presentations, the teacher should circulate to assist with problems. For example, students may not recognize caricatures of political personalities or may have only a limited background on the event that is the topic of the cartoon.

4. As student pairs present their cartoons, the class records key points on a chart, like the following:

Specific Problem or Concern Dealt With by the Cartoon	Viewpoint/Main Idea	Positive or Negative View of Canada's Relationship with the United States

5. As a summary, students should identify issues of concern in Canadian-American relations.

6. At this point, the teacher should select several cartoons to use in a discussion to identify underlying values. The following questions might be used as a guide:

   "In this cartoon, why do you think the cartoonist sees the United States Canada this way?"

   "What does this cartoonist think is important?"

   "Who is someone who might disagree with this cartoon's viewpoint? What might his or her opinion be? What do they value/think important?"

7. To conclude, have students make a list of values that emerge from the cartoons and identify those that illustrate opposing points of view on the issue.

EVALUATION: Student presentations could be evaluated using a marking scale such as the one below.

In addition, in a quiz or as part of a unit test, questions involving the interpretation of cartoons should be included. Students should be made aware of the components and expectations of the evaluation strategy at the beginning of the assignment.

EVALUATION: Cartoon Analysis/Presentation

Name ______________________________

	Exc 5	Good 4	Avg 3	Fair 2	Poor 1		
EXPLANATION							
Clear overview of the cartoon's main idea						= /5	
Support: - background on issue/problem						= /5	/15
- reference to specific details in cartoon						= /5	
PRESENTATION							
Voice: - adequate volume - appropriate speed - clear pronunciation						25 ÷ 5 =	
Body: - eye contact - gestures							/5

Evaluated by: ______________________________ Total /20

Activity 2: Introduction to The Concept of Sovereignty

OVERVIEW

This activity might be used as an opener to subtopic two, "Canada in the World." It introduces the concept of sovereignty by drawing an analogy between a child maturing and becoming independent and Canada's evolution as a sovereign nation. Students briefly review Canada's level of independence/sovereignty at the beginning of the twentieth century. As an assignment, students research key incidents in Canada gaining control of its foreign policy and its constitution. In a written format, students explain how a selected "milestone" indicated that Canada was "growing up" as a nation. As a summary, students might construct a timeline "growth chart" for Canada.

During this activity, students will practise skills in creative thinking by developing an analogy, in locating and organizing information during their research, and in written communication, by preparing a short report. As well, positive attitudes involving an appreciation of our evolving Canadian heritage and of Canada's role as a nation in an interdependent world will be encouraged.

PROCEDURE

1. Begin by having students list the steps a child goes through in becoming an independent adult. What are the "milestones" in a child's development?

2. Have students compare this to a nation:

   - Does a country also become "grown up"; that is, independent?
   - What would be some of the important steps for a nation?

3. Briefly review the level of Canada's maturity as a nation at the beginning of the century by using an appropriate reading, filmstrip etc., or a short lecture that includes a timeline of the development of Canada's sovereignty to 1900.

4. Have students briefly contrast the level of Canada's sovereignty in 1900 with that of today. For example, what would be the reaction of Canadians today if they were told they were automatically at war because Great Britain entered a war such as the war with Argentina over the Falkland Islands? This discussion is to review students' understanding of No. 3 above.

5. Students research incidents that show Canada's evolution as a sovereign nation and prepare a short research report. This assignment could be done individually, in small groups or as a class.

Possible topics:	Canada's participation in WW I	– organization of armed forces
		– growing sense of Canadian nationalism and patriotism
		– Treaty of Versailles
		– League of Nations
	Statute of Westminster, 1931	
	Canada's participation in WW II	– declaration of war
	Adoption of the Canadian Flag	
	Constitution Act, 1982	

The report should focus on basic information about the topic selected, but more important, how this incident indicated that Canada was "growing up" or how it represented an important step in Canada's maturity and independence as a nation. It might take the form of one or two paragraphs.

6. Students could conclude this activity by creating a timeline (or adding to the timeline started by the teacher in No. 3 above) either individually or as part of a classroom display.

EVALUATION: Student reports could be collected and formally evaluated, or students could write a quiz based on the timeline.

Activity 3: Discussion and Research on Pluralism

OVERVIEW

As part of subtopic one, students in this activity focus on the concept of pluralism through an introductory discussion and a short research exercise and oral presentation.

Students will gain experience in working with a variety of reference resources, in synthesizing information to support a point of view and in developing oral communication skills, both in discussion and in making a brief presentation to the class.

Through their research, students should be encouraged to develop a respect for and appreciation of the uniqueness of Canada, as well as respect for the many cultural groups of Canada.

PROCEDURE

1. Before students enter the room, write the following on the blackboard:

   Be prepared to comment on: What is a description of an average Canadian?
   Are you an average Canadian?

   These questions will provide a focus for students, helping them prepare a "mental set" for the topic of the lesson. This "think time" before the discussion allows students to formulate a more thoughtful response.

2. Discussion might begin with a brief time for students to talk over their ideas on the two questions in small groups. These groups could then share their ideas and comments with the class for further discussion.

   During student-to-student discussion, periods of silence may occur and should be encouraged. The teacher might inform students of the objective of these pauses. With practise in short discussions in class, students will become more comfortable with periods of silence.

   To further encourage student-to-student discussion, the teacher might record on an overhead sheet the key points raised.

3. To conclude the discussion, the teacher could project the main comments made, and solicit generalizations. Students should have concluded that it is very difficult for everyone to agree on what an "average" Canadian is, because Canada is a nation of great diversity.

4. Next, the teacher should briefly clarify the definitions of the concepts, diversity and pluralisr

5. Research exercise: Prove that Canadians are diverse.

   - Have students brainstorm possible topics that might prove this.
   - Have students speculate what they would use as proof on these topics and where they would find such proof.
   - Assign students, individually or in teams, to one of the topics suggested and give time for research.

- Have students share their research; students present their "proof" to the class with a maximum time of two minutes.

Sample presentation outline:

Topic: Food
Research: Yellow Pages
Proof: List of Ethnic Restaurants
Conclusion: Canadians are diverse

6. The teacher and students should engage in a synthesizing activity such as a class discussion focusing on how the students' research helped illustrate diversity in Canada.

SOCIAL STUDIES 13: TOPIC B
CITIZENSHIP IN CANADA

Topic B focuses on responsible citizenship in Canadian democratic society.

The materials for this topic include two models for organizing the topic along with several exercises and activities to develop the content. The two organizers present a general framework for approaching Topic B and are intended as examples of how to arrange the topic for instruction. The exercises following each model are designed to illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 13, Topic B.

Specific instructions accompany the exercises and activities, so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning environment and your teaching style.

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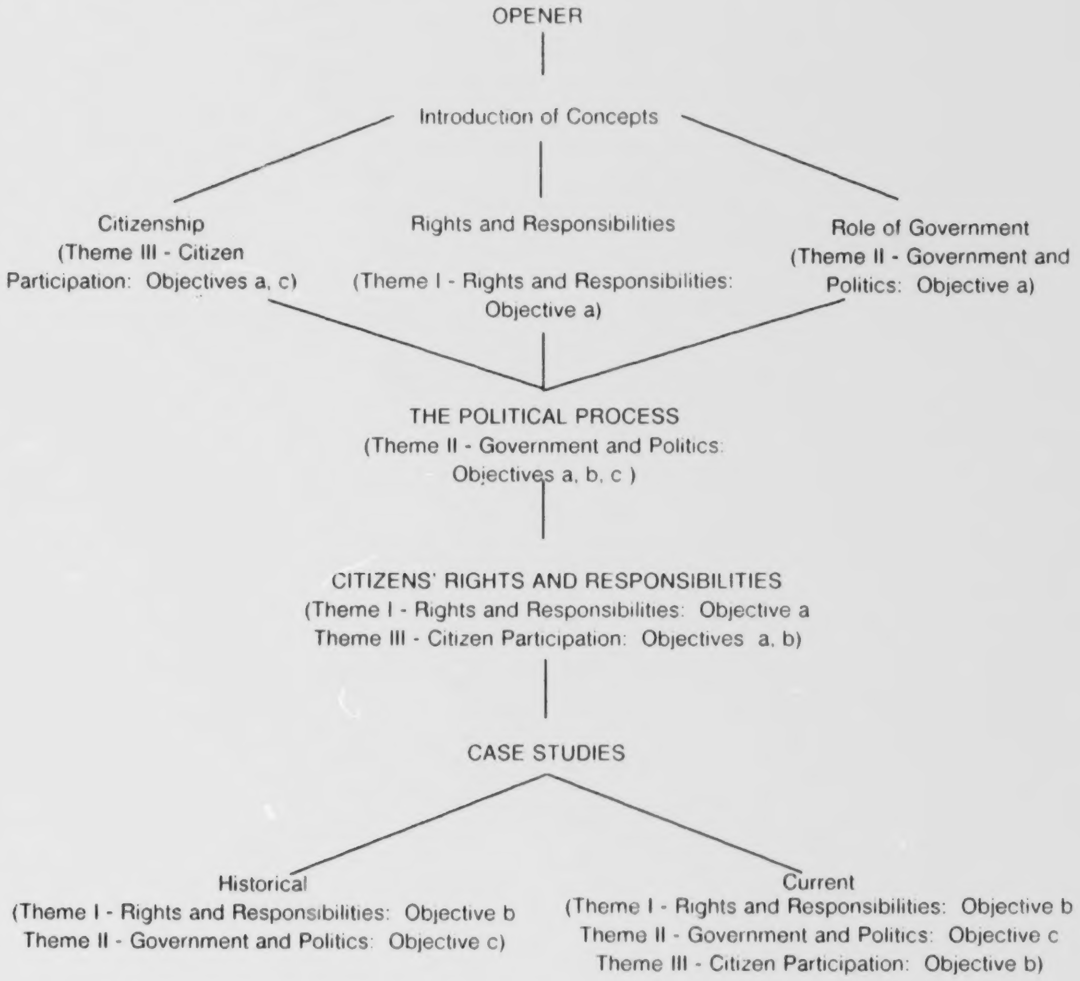
ORGANIZATIONAL MODEL 13B-1
CONCEPTUAL MODEL


OPENER
Introduction of Concepts
Citizenship (Theme III - Citizen Participation: Objectives a, c)
Rights and Responsibilities (Theme I - Rights and Responsibilities: Objective a)
Role of Government (Theme II - Government and Politics: Objective a)
THE POLITICAL PROCESS (Theme II - Government and Politics: Objectives a, b, c)
CITIZENS' RIGHTS AND RESPONSIBILITIES (Theme I - Rights and Responsibilities: Objective a Theme III - Citizen Participation: Objectives a, b)
CASE STUDIES
Historical (Theme I - Rights and Responsibilities: Objective b Theme II - Government and Politics: Objective c)
Current (Theme I - Rights and Responsibilities: Objective b Theme II - Government and Politics: Objective c Theme III - Citizen Participation: Objective b)

Model Description: Conceptual Model

This model focuses on key concepts associated with the topic, "Citizenship in Canada."

In a series of openers, students are introduced to the major concept of citizenship. They will examine how one becomes a citizen in Canada and what being a responsible citizen involves. Students will also recognize that limits are placed on the rights of citizens to benefit the society at large. Students will finally survey the need for government in preserving and protecting individual rights and freedoms, yet also serving citizens in their community.

After this introduction, students will examine the concepts in more detail by studying the political process in Canada. They will recognize that participation as a responsible citizen involves knowledge of the structure and function of government. Students will next examine the rights and responsibilities of the citizen. Study will focus on the methods by which individual rights are protected in Canada and the methods by which citizens can participate in and influence the political decision-making process. In either of these areas, teachers are encouraged to develop appropriate questions and issues such as "Should voting in elections be required by law?"

To conclude the topic, students will apply their understanding of the concepts to selected case studies drawn from the general areas listed in the program of studies. Students will examine an historical example of a situation where individual freedoms or rights were limited; for example, "Was the government justified in interning Japanese Canadians during World War II? and "Should the federal government make reparation payments to Japanese Canadians?" Such a case study would involve students drawing on their knowledge from the sections on the political process and the rights and responsibilities of citizens. Students will also examine a current case study, preferably drawn from current events so that students can apply their knowledge of the ways citizens can influence political decision making. Teachers might combine both case studies into one larger issue if desired. For example, study might focus on how rights for women have evolved in the twentieth century and then students might examine a question such as "Should the Alberta government enact legislation to ensure equal pay for work of equal value?"

The following activities can be adapted for use with this model:

- *Advance Organizer for Sovereignty from Model 10A-1, Activity 3**
- *Horseshoe Debate on Sovereignty from Model 10A-2, Activity 4**
- *Foreign Policy Scrapbook from Model 10A-2, Activity 5**
- *Brainstorming and Webbing on the Need for Government from Model 10B-1, Activity 2**
- *Informal Debate on Rights and Responsibilities from Model 13B-2, Activity 2*
- *Committee Work on Examinations from Model 13B-2, Activity 3*

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*See *Social Studies 10/20/30 TRM* (1990).

Activity 1 (Opener): Acquiring Citizenship

OVERVIEW

As an introduction to Topic B, Activity 1 focuses on developing student understanding of the concept of citizenship. At the end of the activity, students should know the methods of gaining citizenship in Canada, but also recognize that a definition of citizenship has broader implications than only a legal definition. This activity can also help supply a rationale to students for the material to be studied in Topic B.

After a brief introductory discussion, students are asked, in small groups, to create a series of questions they feel should be asked of individuals applying for Canadian citizenship. After comparing their questions with others in the class, and with information supplied by the Secretary of State to citizenship applicants (the booklet "The Canadian Citizen" and the folder "A Look at Canada" is available from the Department of the Secretary of State), students should acquire an understanding of the concept of "citizenship."

This activity could be enriched in a number of ways:

- arranging for a guest speaker such as a citizenship judge or an individual who has just completed the court ceremony (sometimes it is possible to arrange for a citizenship court ceremony to take place in a school)
- arranging a field trip to a citizenship court ceremony
- having students examine or complete an application form for citizenship.

In creating their citizenship "test," students will be demonstrating skills in creative thinking and group participation. In presenting their questions and the reasons they feel these questions are important, students will also practise oral communications skills. The class as a whole will have to analyse the questions put forward by the groups.

As well, students will develop an appreciation of the responsibilities inherent in the democratic way of life and of the fact that citizenship involves participation in the community and the nation.

PROCEDURE

1. The teacher could begin with a brief discussion using questions like the following:

   a) How many of you are Canadian citizens?
   b) How do you know that you are a citizen?
   c) Are all people in Canada Canadian citizens?
   d) Why would someone want to become a citizen of Canada? What are the advantages?
   e) How does someone become a citizen of Canada?

   At this point, students could look at the basic methods of acquiring citizenship (birth or naturalization) through either a short reading or lecture.

2. The teacher next asks the students to imagine that they are responsible for creating a series of questions that will be used to interview people applying for citizenship. The teacher might introduce this by asking, "If someone wants to become a citizen of Canada, what kinds of things should they know? Why should they know about that?" Student suggestions of general areas or specific information might be noted on the board for later reference. The teacher might discuss at this point the Secretary of State guidelines: that applicants will be asked questions to test their knowledge of

Canada and of the responsibilities and privileges of citizenship. Students would then move into small groups, and with newsprint and felt pens, create a list of questions they would ask of applicants for Canadian citizenship.

3. When students have completed their questions, they display them for the class. A discussion might focus on:

   a) having students comment on common questions asked; e.g., "Almost every group asked a question about ________________. Why did everyone feel it was important for a Canadian citizen to know that?"
   b) having students note "unique" questions, and a spokesperson from the group explaining why they included that question; other groups could then comment on the question's importance.

4. Students should then examine the government publications given to applicants for citizenship. Students would look for areas of agreement with their own questions and areas their questions did not examine. Students should comment on why the government would feel these areas were important.

5. Discussion should finally focus on whether the students in the class would be able to "pass" the citizenship "test" they created or whether they know the information contained in the government booklets. This could lead to a rationale for the content of the rest of Topic B.

   Discussion might also focus on the limited nature of their questions; e.g., "Just because someone knows these things, will that make them a "good" citizen? What else is involved in being a responsible citizen of Canada?"

   Discussion might conclude with student comments on:

   - Should individuals who are born in Canada have to apply for citizenship? Take a "test" of their knowledge of Canada and its government? Attend a ceremony in which they take an oath of citizenship?

EVALUATION:	Because this is an introductory activity, formal evaluation is not recommended. However, student participation in the small group's task could be informally evaluated through a checklist. The checklist could then be used by the teacher to structure subsequent group activities or to diagnose skill areas that require development.

Activity 1 (Alternative Opener): Concept Development of Limitations on Individual Rights

OVERVIEW

This activity is designed as one of a series of openers to Topic B. Students should already have examined the concept of citizenship, and this activity will illustrate that citizenship in a democracy involves a balance between individual rights, and the controls placed on those rights for the benefit of society as a whole.

Students examine two illustrations and, through a directed discussion, examine the points of view of each to identify the idea that limits are placed on individuals' rights in a society.

This activity should be followed by others that examine the reasons for these limitations and lead into an analysis of the role of government.

Through this activity, students will practise skills in interpretation of illustrations and in drawing inferences. They will also practise creative thinking by speculating on possible outcomes of the illustrations.

PROCEDURE

1. Show illustration No. 1 and discuss the following:

   a) What is shown?
   b) How would the school/city be changed if it had signs like these around?
   c) What other signs could the illustrator have included while still keeping the same idea in the picture?
   d) What signs could not be added without changing the mood?
   e) What point would you say the cartoonist is trying to make (e.g., people should have more freedom and fewer restrictions)?

2. Show illustration No. 2 and discuss the following:

   a) How is what is shown different from the first picture?
   b) How would the school/city be changed if there were more signs like these displayed?
   c) What effect would many of these signs have on relations between humans?
   d) What advantages would there be to having signs like these?
   e) What point would you say this illustrator is trying to make (e.g., people need order, and directions prevent misunderstanding)?

3. Conclude the discussion by using the following questions:

   a) Which picture do you think is closest to how life "ought to be"? Why do you prefer that cartoon?
   b) Why do some people object to laws and rules?
   c) Would we be better off without them?

4. At this point, the teacher might make a continuum regarding the positions in the two illustrations (for example, HIGH AMOUNT OF PERSONAL FREEDOM <---> HIGH NUMBER OF RESTRICTIONS) on the board, and have students suggest where they would place themselves.

13B-1

Illustration No. 1

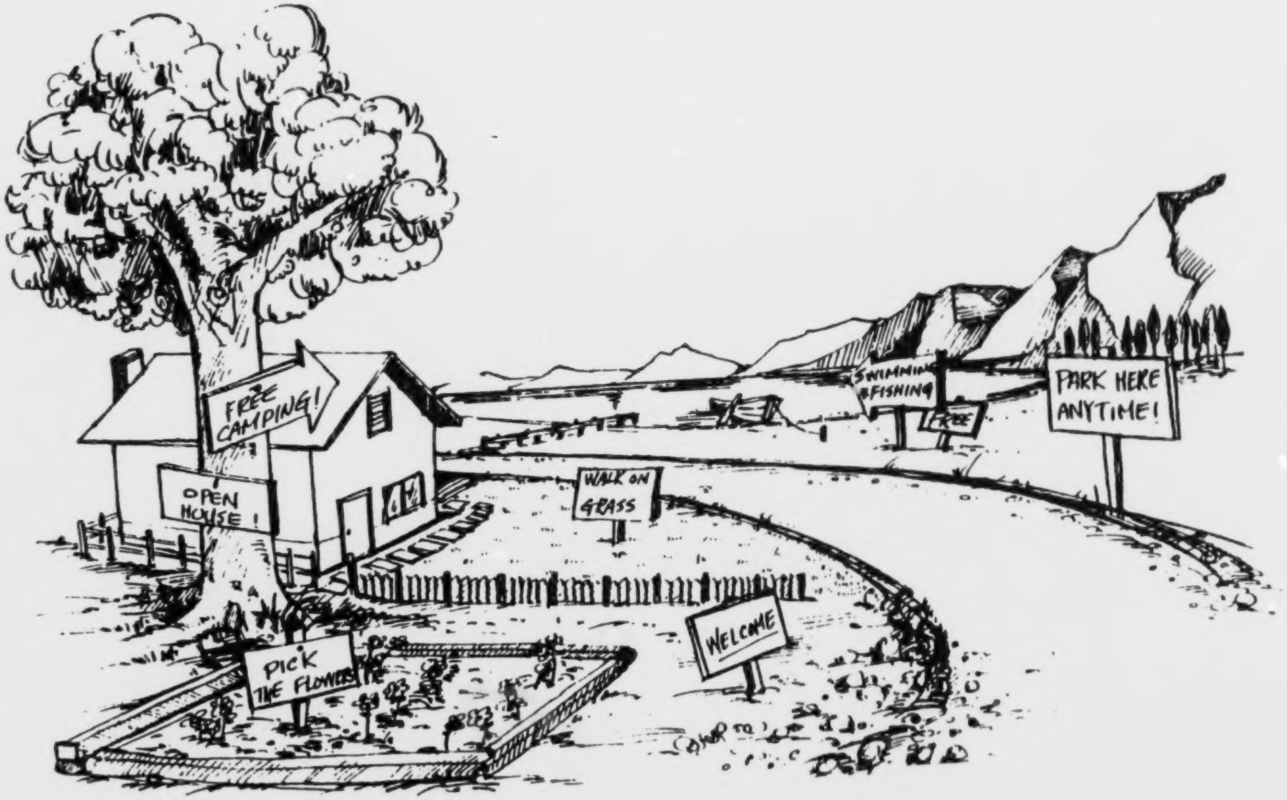
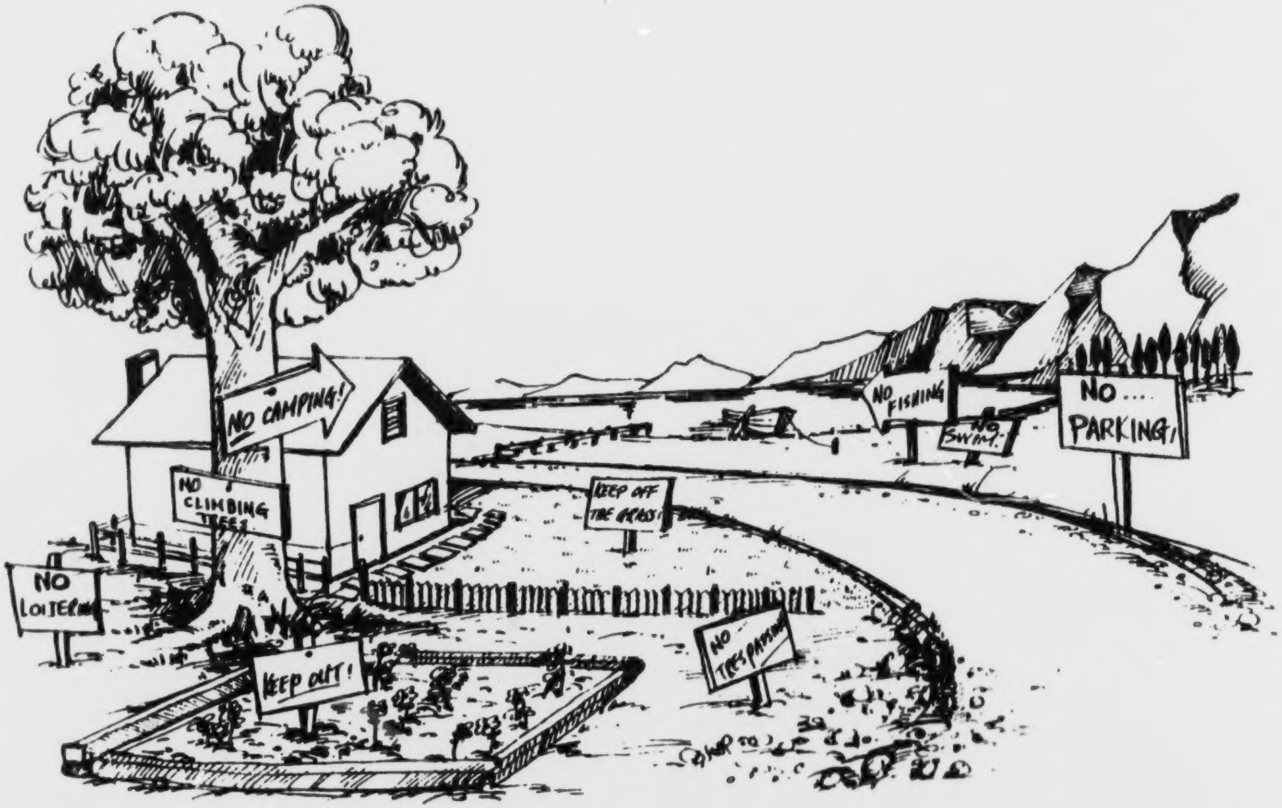

FREE CAMPING!
OPEN HOUSE!
WALK ON GRASS
SWIMMING & FISHING
FREE
PARK HERE ANYTIME!
WELCOME
PICK THE FLOWERS

Illustration No. 2


NO CAMPING!
NO CLIMBING TREES
NO LOITERING
KEEP OUT!
KEEP OFF THE GRASS!
NO TRESPASSING
NO FISHING
NO SWIM!
NO ... PARKING!

Activity 2: Political Process (Group Work – Flowchart)

OVERVIEW

Student understanding of processes such as the passing of a bill or of organizational structures such as the federal government is enhanced by charts or visuals. Understanding is further improved by students actually manipulating the component parts into the appropriate arrangement.

In this activity, students are given the component parts of a process or organization. Working in small groups, they physically arrange these parts into a flowchart or diagram. The final arrangement is checked by the teacher for accuracy. This activity works to increase student-to-student interaction. It can also be used as a test of student knowledge.

Students develop skills in organizing information and in group participation.

PROCEDURE

1. Students have completed as homework a reading on the organization of the federal government or on how a bill becomes law.
2. Students are divided into teams that are each given an envelope containing the components of the organization or process. Their task is to arrange the parts into their correct sequence or relationship.
3. When students think they have the correct arrangement, they should call on the teacher to check it or get a key from the teacher to check it. At this point, the teacher can discuss any corrections with individual groups.
4. Students record the correct version in their notes.

EVALUATION: Students might write a brief quiz based on their knowledge of the chart or diagram.

Activity 3: Analysis of Human Rights Violations

OVERVIEW

It is important that students see an everyday application of the "theory" that is involved in the Canadian Charter of Rights and Freedoms. The Canadian government, through the Department of the Secretary of State and through the Minister of Supply and Services Canada, often provides booklets such as *The Canadian Charter of Rights and Freedoms - A Guide for Students* and *The Charter of Rights and Freedoms - A Guide for Canadians* free of charge. These booklets can be useful tools when dealing with the topic of rights and responsibilities. As students look at current situations that focus on human rights violations, they can use these booklets to examine the violations and the protection provided by Canadian law. This exercise will be most successful if students are already familiar with the Canadian Charter of Rights and Freedoms.

The following activity requires analysis, interpretation, application and evaluation of written materials. Students will likely be successful at their tasks if they work in groups of two or three. This team approach will allow them to pool their resources and improve their interpersonal and group skills. It will also allow them to develop an appreciation of and respect for the rights of others.

PROCEDURE

1. The teacher should collect a number of short articles that deal with human rights violations. The local newspaper should provide a number of appropriate articles; one example is attached.

   Example: "Calgary Student Jailed in Africa" (*Calgary Herald*, October 8, 1987)

2. The students should be placed in teams of two or three students and each team should be given an article to analyse. Each team will need a recorder and a spokesperson. Each team must:

   a) Read the article.
   b) Identify and write down the main idea of the article including where it took place.
   c) Identify and write down what basic rights and freedoms were being violated and who was violating them.
   d) Identify and write down what sections of the Canadian Charter of Rights and Freedoms would cover this violation in Canada.

3. When this task has been completed, the team spokesperson would present the information about their article to the class. After each presentation or after all presentations have been made, a large group discussion could take place drawing comparisons between the situation presented in the articles and what we might find in Canada. This should lead to an appreciation for the rights we hold and the responsibilities that we have as Canadians.

EVALUATION:

1. The teacher could collectively and descriptively evaluate the team analysis of the article outlined under procedure No. 2.
2. The teacher could mark holistically the presentation of the analysis of the article outlined in procedure No. 3.
3. The teacher could administer a true/false or a short answer quiz in an ensuing period, to ensure that the entire class had been listening to each presentation. This should not be very long or very detailed.

Students should be made aware of the components and expectations of the evaluation strategy at the start of the activity.

Calgary student jailed in Africa

By Phillip Jang
(Herald staff writer)

Raymond Familusi holds no grudges despite a 20-day ordeal in a spartan Mozambique jail.

The 25-year-old student returned to the city this week and still had kind words for the war-torn African country, on the continent's southeast coast.

"I had a very good reception there; I made some very good friends," he said Wednesday. "It's just not a place to go on holiday."

Familusi had travelled to Africa for a six-week University of Calgary study tour of West Africa. Afterward he travelled on his own to Mozambique to satisfy his curiosity about the country.

On Sept. 13, the last day of his scheduled three-week stay, Familusi left Maputo, the country's capital, for a visit to a village. His companion was a friend he'd made during his stay.

Returning to Maputo, Familusi stopped to ask about an area where violence had broken out and although an army officer began talking to them, the situation changed when a local administrator became suspicious about their questions.

The two were taken to an army barrack and questioned. Familusi explained he was a Canadian journalism student and had stopped out of curiosity. That explanation didn't satisfy.

They were taken back to Maputo and put in a prison while, they were told, their backgrounds were investigated.

Familusi said he tried to contact Canadian officials for help but was refused all contact with the outside world.

He spent most of his time in a small room with as many as 18 other prisoners. "It was difficult," he said. "It was very cold and the food was very poor. But the hardest part of it was not knowing."

Familusi recalls ordeal

Being a Canadian citizen he was confident he would eventually be released.

"After about 15 days I was getting pretty depressed. I still felt I would be released but thought it would be a long time."

He spent much his time writing notes about his experience on cigarette boxes, the only writing paper available.

Inquiries from his family and the efforts of the British embassy in Mozambique — there is no Canadian embassy — finally led to his release last Friday. He returned to Calgary Tuesday.

*Used with permission from the Calgary Herald.

Activity 5: Government and You (Timeline)

OVERVIEW

It is often difficult for students to see that government is a feature of everyday life. Therefore, after dealing with the three broad functions of government, it would be appropriate to change the focus so that the students can see that government has an ongoing effect on the lives of citizens of Canada. The students will be creating a timeline of their life and the government involvement in it through the years. To create as complete a list as possible, it would be appropriate to have the students work in groups of two or three to complete the timeline. This will place more emphasis on oral communication and participation skills than on written and analytical skills and may therefore appeal to many students. It is hoped that the discussion will lead to an appreciation of the responsibilities inherent in the democratic way of life.

PROCEDURE

1. The teacher would introduce the idea that government affects all our lives, not just adult lives. Some general questions would help the students focus on this idea.
   a) What is the minimum age that you can leave school?
   b) What is the minimum wage for youths under 16?
   c) What taxes do you pay on records, CDs or videos?
   d) Do you pay for your schooling? How?

2. As students can see, government is involved in their lives. They may want to look at government involvement in their lives in greater detail. The students can be grouped in twos and threes or work individually and they will then be asked to complete a timeline of their lives with respect to government involvement. One student could act as a recorder and another as a spokesperson. On the timeline, have the students write the different ways in which the government is involved and will be involved in their lives in the future.

   Example:

   Government and You: A Timeline

   0 – need to obtain a birth certificate
   10 – can obtain a driver's licence
   20
   30
   40
   50
   60 – eligible for Canada pension
   70
   80

3. The teacher can create a master timeline on the blackboard, overhead or on newsprint. Each group can add their information to the master timeline so that as comprehensive a list as possible will be developed. The teacher can take all the information from each group or may ask for only a few points from each group. The students should mention only those points not already recorded on the timeline.

4. After viewing the master list, the students should be able to draw conclusions about the role of government in the lives of Canadians. The teacher should lead the discussion about the role government plays. Questions asked could include:

   a) Is government too large?
   b) Is it just right?
   c) Why? Give reasons for your answers.
   d) Are there dangers in this amount of government involvement in our lives?
   e) What might they be?
   f) Are the benefits worth the dangers? Why?

Activity 5 (Closure): Independent Project on a Contemporary Case Study

OVERVIEW

This activity is designed as a conclusion to Topic B. Students will independently research a current issue regarding rights and responsibilities. The project will allow students to develop independent study skills and be evaluated on this process. Students will also complete the project on rights and responsibilities for final product evaluation purposes. It is important for the success of the independent study that students have previously applied an inquiry strategy (see p. 3 of the *Program of Studies* for examples) under teacher direction to at least one historical issue. This will serve as a model for students in selecting and designing a project in which they independently apply a similar inquiry strategy to a contemporary issue of their own selection.

This type of project has a number of important advantages:

- It motivates students because they can create their own questions on topics of interest to them personally.
- Since students have more responsibility in designing the project, it gives students the opportunity to show initiative as an individual or as part of a group.
- It gives students a choice by allowing them to pursue their own interests and to highlight their strengths and talents.
- It allows for individualization of instruction with projects at different levels of difficulty.
- It involves development of skills in all areas; processing, communicating, participating and inquiry (skills in independent work habits are especially stressed).
- It encourages development of a wide range of positive attitudes with a focus on valuing peaceful resolution to conflict and appreciating the fact that citizenship involves participation in the community and in the nation.

To maximize the success of the project with Social Studies 13 students, the teacher should consider the following:

- Students need to select a manageable topic within their capabilities for their project, so they can successfully complete it.
- The project should be prepared in close consultation with the teacher–librarian (if available) to ensure that sufficient resources are available.
- The students must be provided with a fairly detailed written outline so they know precisely, in advance, the teacher's expectations regarding the project and how it will be evaluated.
- The project must be divided into a number of smaller steps or phases that are manageable for students.

- Continuous consultation with individual students on their plans and progress must be maintained. The teacher might consider using a "bonus mark" system for successful completion of each phase of the project on deadline. This will encourage students to avoid a last minute effort, which is both frustrating and unrealistic.
- The use of the completed projects, where possible, can be part of the instruction in the course.

PROCEDURE

1. Students select a topic from a number of current issues that relate to the concepts of the rights and responsibilities of citizens (see the Rights and Responsibilities Opinionnaire on pp. 47-48 for examples of topics). The teacher might provide a list of topics to which students can make additions or, if a current events file or display was kept during Topic B, students could select from that, an appropriate topic of interest.

   The teacher may have students design and complete a project individually or as part of a small group.

2. The teacher provides a basic outline to the students (see attached) and students complete an independent study plan. Depending on students' abilities and skills, students could determine:

   a) Deadlines for the completion of phases of the project.
   b) A list of resources to be used.
   c) Nature of the finished product, which should include an application of the decision through action if possible.

   This plan must be approved by the teacher.

3. Students should keep a project log/record/diary in which they record all their work including:

   - their project plan
   - research questions and point form notes
   - sources used
   - daily record of work completed
   - comments from teacher consultations and progress reports
   - rough drafts of the product
   - a final evaluative comment from the student on their overall feelings about the project, the process involved and the finished product.

4. While students are working on their projects, the teacher should provide workshops or tutorials on different aspects of the project. For example:

   - a class workshop on developing research questions in which students would brainstorm, select, refine and organize questions on their topic
   - a class brainstorming session on possible sources of information (encourage the use of alternate sources such as interviews, surveys, films, filmstrips, etc.)
   - a review of the use of a periodical index and other techniques useful in locating information in magazines (tables of contents, annual indexes, etc.).

   These workshops/tutorials could be arranged for the whole class or for selected groups only.

5. a) As students are working, they should meet regularly with the teacher for consultation so that:

   - progress is monitored
   - emerging problems are addressed
   - positive feedback is given
   - students' plans are evaluated and adjusted.

   This can be done individually or in a group. If students cannot find information on a particular point, other students in the group could recommend possible sources or the teacher could make suggestions about other approaches.

   b) These checkpoints could also be for the entire class when certain phases of the project are due.

   For example, when the issue explanation is due, volunteer students could read their completed issue as a sample (or these could be put on an overhead) for editing, so that all the students have a clear model of what is expected.

6. Class time should be provided for revision by both peers and the teacher of the first draft of the finished product.

7. If feasible, students should share their finished products with the class or larger audiences such as in parent/teacher interviews, hall/room displays etc.

EVALUATION: Independent Project

The evaluation of the project is in two sections. The first section deals with the process that led to completion of the project. The second deals with the product, the completed project, itself. The information for the first section is gathered from observation, teacher/student consultations and progress reports. It is meant to be used for diagnosis and to help the students assess their progress, and therefore should not be used to calculate grades. This evaluation could take the form of anecdotal comments in the students' progress logs, and/or checklists that would be discussed in a teacher/student interview. Students should be made aware of the components and expectations of the evaluation strategy during the early stages of the activity.

EVALUATION: Checklist

1. Was the student willing to undertake any extra work?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

2. Was the student open to suggestions from peers and from the teacher?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

3. Did the student design a plan that reflected a logical sequence of steps?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

4. Did the student achieve the objectives stated in his or her plan?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

5. In peer discussion groups, was the student focused on the task?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

6. In peer discussion groups, did the student encourage others to work toward the purpose of the project?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

7. In peer discussion groups did the student keep the group on topic?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

8. In peer discussion groups, was the student sensitive and attentive to the needs and contributions of the others in the groups?

5	4	3	2	1	NA
To a great extent		Somewhat		To a limited extent	

EVALUATION:

A similar checklist could be developed to evaluate the completed project, using questions such as the following:

1. Did the completed product indicate that the student understood the issue?

2. Were all the required elements incorporated, and

   - were they complete?
   - were they relevant?
   - were they accurate?

3. Did the project display:

   - logical organization and sequence?
   - originality of ideas and presentation?
   - an effort to use a diversity of resources?
   - consideration of an appropriate audience?
   - a purpose directed toward some kind of action?
   - care, attention to detail and overall pride on the part of the student?
   - a commitment of time, effort and energy?

*Evaluation section adapted with permission from pp. 101-102, *Making the Grade – Evaluating Student Progress.* K.C. Bell, Production Editor. Scarborough: Prentice-Hall Canada Inc., 1987.

INDEPENDENT PROJECT

TOPIC CHOICES:

PURPOSES: (The teacher should provide a short list of specific objectives stated in student terms.)

ASSIGNMENT:

1. You are to complete a written plan for your project and include the following:

   a) Identify the Issue

   Write a brief explanation of what the problem is and how it is an issue (that people have different views on what should be done).

   b) Creation of Research Questions

   What do you need to find out to make an informed decision on this issue? Create a list of possible research questions.

   What sources will give you answers to these questions? Create a list of possible sources.

   c) Gather and Organize Information

   How will you organize the information you find? (Students might use retrieval charts, research note cards, concept maps, point form notes, etc.)

   d) Resolving the Issue

   How will you communicate your information and your decision?

   Audience?
   Purpose?
   Format?
   Voice (Role/Persona)?

   *(Note: see example attached.)

2. As the last stage in your plan, estimate how much time you will need to complete each of the steps in No. 1 above.

   Note: The teacher could also provide these estimates, or could indicate how much class time is allotted and how much homework is expected.

3. As you work on the project, you are to keep a log/record of ALL your work. Bring this log to all consultations.

DEADLINES:

Classroom discussion of issue explanations: ____________________

Completed project plan: ____________________

1st Student/Teacher Consultation: ____________________

2nd Student/Teacher Consultation: ____________________

3rd Student/Teacher Consultation: ____________________

First draft: ____________________

Final project: ____________________

PROJECT EVALUATION: (The teacher specifies here the criteria on which the project will be evaluated.)

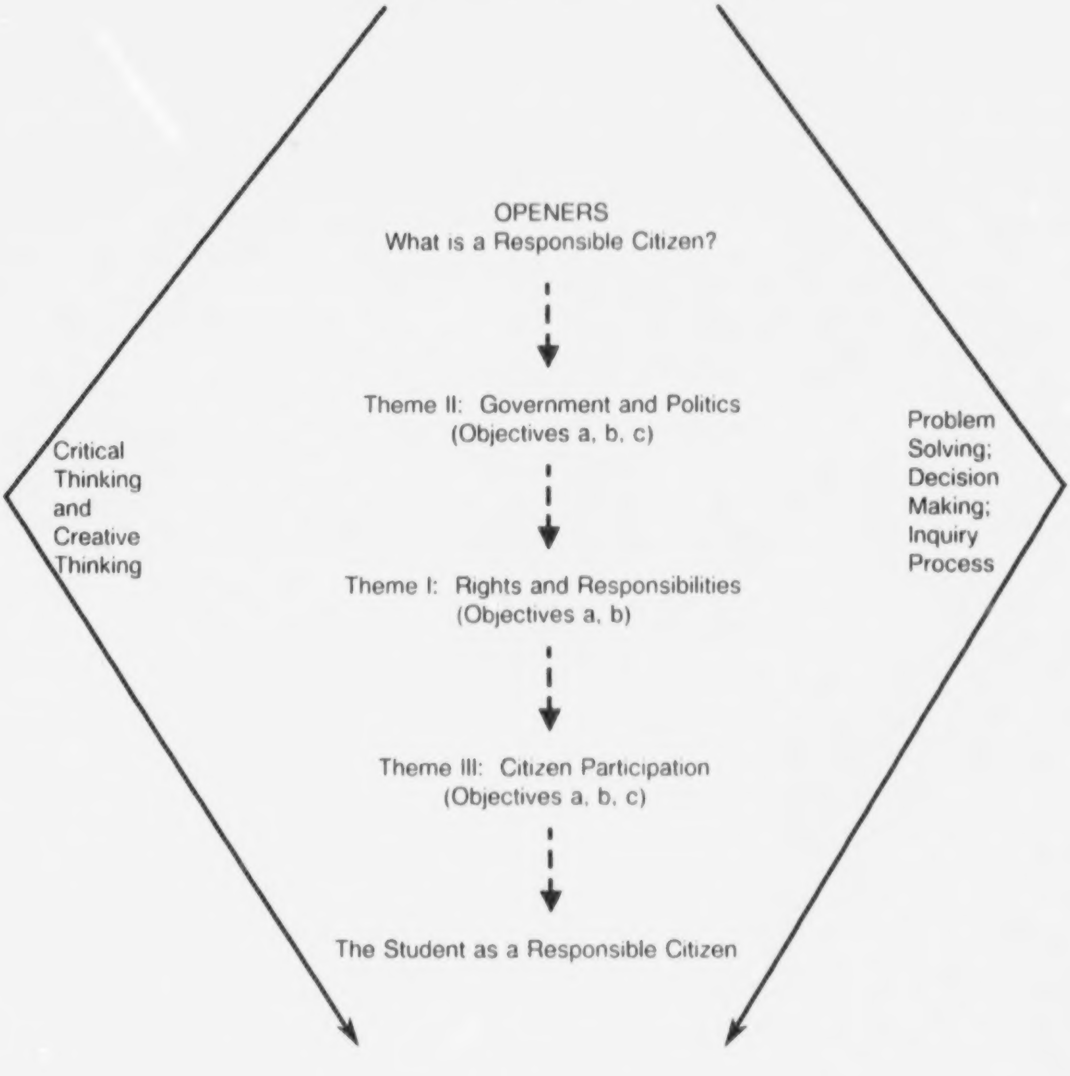
SAMPLE ILLUSTRATION: RESOLVING THE ISSUE

Issue:	Should the City of Edmonton ban all pit bull terriers within the city limits?
Audience:	e.g.: - city council members - readers of the *Edmonton Journal*, *Edmonton Sun* - general public - members of the Pit Bull Breeders Association - neighbour who owns a pit bull - mother whose child needs 120 stitches after attack from pit bull - general school population - classmates
Purpose:	- to persuade . . . that . . . e.g.: - to persuade city council that banning pit bulls is a solution that is just too hard to enforce and to offer another solution
Format:	e.g.: - persuasive letter - letter to the editor - article for school newspaper or magazine - pamphlet - speech - script or short play to dramatize issue - slide-tape presentation - series of editorial cartoons
Voice (Role/Persons):	e.g.: - own voice - owner of ribbon-winning pit bull - owner of a German Shepherd/Doberman - parent - other

To aid students in synthesizing data the following chart is helpful:

Problem	Possible Solution	Predicted Consequences	Rating + Positive – Negative
Pit bull attacks on people increasing	1. banning pit bulls within city limits	a) b) c) d)	
	2. requiring pit bulls be muzzled/ leashed in public etc.		

ORGANIZATIONAL MODEL 13B-2
GROUP INVESTIGATION MODEL


OPENERS
What is a Responsible Citizen?
Theme II: Government and Politics
(Objectives a, b, c)
Theme I: Rights and Responsibilities
(Objectives a, b)
Theme III: Citizen Participation
(Objectives a, b, c)
The Student as a Responsible Citizen
Critical Thinking and Creative Thinking
Problem Solving; Decision Making; Inquiry Process

Model Description: Group Investigation Model

The group investigation model is an inquiry-based model that promotes group investigation and learner independence. The model requires a teacher to guide students at the task level, the management level and to create a situation for the students to internalize the processes they are going through.

Students should be faced with an interesting inquiry question such as "What is a responsible citizen?" Students can investigate their opinions by conducting research in their community to get first-hand information. They will have to put this "responsible citizen" in the context of the society in which they must function. Therefore, the concepts and generalized objectives they must study, beginning with Theme II - Government and Politics, will act as a building block to promote the group investigation into responsible citizenship. The whole area of decision making can be developed within Theme II using problems that occur in school. For example, "Do students really need hall passes?" This question should then be related to the community, the province and our nation. Once an understanding of underlying rules and principles of government is gained, students need to know what options and protection they have under this system. At this point, Theme I - Rights and Responsibilities, could be looked at. This section allows students to work independently or in small teams investigating problems and issues dealing with discrimination, prejudice and tolerance. Formal and informal debates would enhance a student's oral and written skills as well as cause them to reflect on the attitudes they are developing and changing.

As students gain a theoretical understanding of their rights and responsibilities, they must investigate the ways and means of exercising them. Theme III - Citizen Participation, will allow the students to move inquiry to the action stage by investigation of various groups within the community, bringing in community speakers, and possibly by getting involved in some of these situations themselves. For example, students could investigate the issue affecting their community, "Should the City of Calgary (or other city or town) fluoridate drinking water?"

By being active participants in the group investigation model for this topic, students should develop into skilled, knowledgeable, responsible citizens in their community. It is important, when closing this topic, for students to examine the role they currently play and will play in the future as responsible citizens.

The following activities can be adapted for use with this model.

- *Horseshoe Debate on Sovereignty from Model 10A-2, Activity 4**
- *Foreign Policy Scrapbook from Model 10A-2, Activity 5**
- *Guest Speakers or Field Trips for Examining the Structure and Function of Government from Model 10B-1, Activity 3**

*See *Social Studies 10/20/30 TRM* (1990).

Activity 1 (Opener): Profile of a Responsible Citizen

OVERVIEW

The goal of responsible citizenship requires the understanding and exercising of rights and responsibilities by individuals and groups. By conducting brief interviews with community leaders, the students will be able to build a profile of a responsible citizen. The students will be able to gather and organize data from an interview as well as analyse and synthesize the data from all of the interviews, to create the overall profile. As well, their oral communication skills and their interpersonal skills will be developed. Interviewing community leaders will help students develop an appreciation of the fact that citizenship involves participation in the community and the nation.

PROCEDURE

1. By this point, students should begin to see that the citizen is a key figure in the Canadian political process. The students will be required to brainstorm a list of individuals they feel are responsible citizens in the local community. From the list on the blackboard or overhead, the students will choose an individual to interview.

2. It is appropriate at this point to deal with the formalities of conducting a successful interview. The teacher and students should develop procedures, rules of conduct, questions and types of information required. As well, there should be an emphasis on effective interviewing procedures.

3. The students should set up their interviews so they will be completed by the due date. The Citizen Interview Form provides the student with a useful tool for gathering information.

4. On completion of all the interviews, the students will be working in groups of five to create a group profile of a responsible citizen. With poster paper or newsprint, the group can create a profile by using the questions from the Citizen Interview Form and the key words and common ideas from the five interviews.

5. These group profiles could be posted in the classroom and the main points explained to the class by a group spokesperson.

6. The teacher and class could create one profile of a responsible citizen, to be posted in the classroom. Key words or common ideas could be selected from the group profiles.

7. This completed profile should provide a good introduction to all the themes of this topic.

EVALUATION:
- A summative evaluation of individual student interviews.
- A quiz on the key points of a responsible citizen.
- An observation checklist of group processes.

CITIZEN INTERVIEW FORM

Name: ____

As part of our Social Studies 13 course, we were asked to think of someone we considered a good citizen in our community. I thought of you. I would like to ask you a few questions about citizenship.

1) What does the term "good citizen" mean to you?

2) In what ways are you involved in community affairs? Please list groups you are involved with.

3) Why are you involved in these activities, since they must take a lot of time?

4) If a citizen is not satisfied with some law or situation, what is the best way to bring about a change? Can one individual have any effect?

Thank you for your time!

Activity 2: Rights and Responsibilities (Informal Debate)

OVERVIEW

The theme of rights and responsibilities lends itself to interesting debate topics that can be drawn from the suggested areas for case studies in the *Program of Studies*. This informal debate approach allows students to practise their research, interpretation, analysis, synthesis and evaluation skills. The debate format emphasizes oral communication skills and respect for the right of others to express alternative points of view. The atmosphere of competition in this activity heightens participant and class interest.

PROCEDURE

1. The teacher may wish to use this approach to supplement the minimum one case study required in the course during this part of the topic. The debate topics could be formed by the teacher or the teacher and students from the areas that are not being covered by a more formal case study approach. The debates should not be lumped together in a span of three or four class periods. If they are spread out so that two are completed in class every four or five days, student interest will remain high. This will require approximately eight topics for a 32-student class.

2. A simple lottery could be set up for choosing the topics, affirmative and negative sides, and times for the debates, thus encouraging time management skills on the students' part. The teacher could allow the students to choose their own partners for this activity.

3. Here is a five-stage plan for informal classroom debates.

   A. Choosing a Topic
   (See Procedure No. 1)

   The debate topic is called a resolution and should be worded clearly and precisely. The words "Resolved that" appear before the statement.

   Examples:

   "Resolved that: the voting age be raised to twenty-one."

   "Resolved that: the driving age be raised to eighteen."

   "Resolved that: the Alberta Nurses Association should have the right to legally strike."

   B. Presentation of Opposing Views

   By using the lottery approach, the two teams will be chosen for each topic. One team will be the AFFIRMATIVE; that is, they are in favour of the resolution; one team will be the NEGATIVE; that is, they disagree with the resolution. These two teams will conduct their own research and prepare their position on the topic. All four members of the debate will alternate speaking (affirmative, negative, affirmative, negative) with three-to-five minute speeches supporting their position. Class members are to be encouraged to make note of key points or arguments from the speeches, as well as some of their own thoughts and questions on the topic. This information will be important when the time comes to vote on the winner of the debate.

C. Rebuttal

Each member of the debating team is given two to three minutes to prove the other side's argument incorrect, or to show weaknesses in their logic based on notes taken from the opening speeches.

D. Question Period

This is approximately a 10-minute period in which the class may question the debating teams on their positions. The teacher, or an able student, may act as the chairperson to facilitate the asking and answering of questions from the class. The teacher could require students to think of at least one question to ask a member of either debating team.

E. The Vote

At the end of the question period, the chairperson should ask for a vote by a show of hands or secret ballot to determine the winner of the debate. The winner should be the group with the most convincing argument.

EVALUATION: There are a number of ways and means to evaluate this activity:

a) collect research notes from debate teams and complete a summative evaluation
b) teacher evaluation of debate performance (see Topic 10A-2, Horseshoe Debate on Sovereignty p. 28 for the evaluation scoring sheet)
c) peer evaluation of the debate performance using the sheet mentioned in b). This sheet could be distributed to three different students for each debate team
d) a quick quiz in the next class on the material presented
e) a completion check of audience notes.

Students should be made aware of the components and expectations of the evaluation strategy.

Activity 3: Examinations (Committee Work)

OVERVIEW

It is often difficult to get students to take ownership for test preparation and writing. The returned test is often lost or filed away. This activity acts as a remedial or re-teaching lesson that will illustrate to students that they actually covered the material on the test. The emphasis is on group or team learning and on the ability to go back into material covered in class to find the correct answers to the questions. The team approach allows the students to pool their resources and to sharpen their group and interpersonal skills. By discussing test questions and answers, the students learn to respect the rights of others to hold opinions different from their own.

PROCEDURE

1. After the students have completed a test or quiz they could be placed in groups of five. The teacher could "seed" the groups so that there will be a range of ability levels. This will help ensure that the greatest amount of learning occurs among the group members.

2. Next, distribute the test to the students; their task as a group is to prepare a key for the test. In doing so, the students do much of the re-teaching as they discuss answers and check in their notes/texts. The students also often point out how other students might have misread a question.

3. When students have prepared their key, they bring it to the teacher to be marked.

   a) The teacher can address re-teaching by correcting any answers the group still has wrong at that time.

   or

   b) Wait until all the groups have completed their keys and have a class discussion of incorrect answers.

4. Finally, the actual student results could be returned.

Activity 4: Levels of Government in Canada (Worksheet)

OVERVIEW

The intent of this activity is for students to develop an understanding of the levels of government in Canada and to appreciate that each level of government has specific tasks although some of these are shared. The activity focuses on a chart that can be used as an introduction to, or as a summary within, the section on the structure of government in Canada.

Students will identify and organize relevant information from print sources into a chart format.

PROCEDURE

1. As an introductory exercise, the chart could be drawn on the board/overhead, and the teacher and students could fill it in as they explain and discuss the concepts involved.
2. Alternatively, the chart could be presented to students as a research assignment. The students could be instructed to use their textbooks or other resources to complete the chart. Newspapers, available to students, would also be helpful in completing those sections of the chart requiring names and/or very current data.
3. As a summary, students could be asked to complete the chart from the knowledge they have gained from this section of the structure of government. Their information could come from lecture notes and/or from readings in the textbooks.

Note: The chart should be adapted to reflect the local government in your area.

EVALUATION: If the chart was used as a summary activity, the teacher could request that it be completed as an assignment that would be marked.

LEVELS OF GOVERNMENT IN CANADA

	MUNICIPAL	PROVINCIAL	FEDERAL
Governing Body	________	________ ________	________
Chief Official	________	________	________
Current Leader	________	________	________
Elected Officials	________	________ ________ ________	________ ________
Electoral Districts	________	________	________
Number of Elected Officials	________	________	________
Areas of Responsibility			
Source of Revenue			

ANSWER SHEET: LEVELS OF GOVERNMENT IN CANADA

	MUNICIPAL	PROVINCIAL	FEDERAL
Governing Body		Legislative Assembly	House of Commons
Chief Official Current Leader		Premier Don Getty	Prime Minister Brian Mulroney
Elected Officials		MLAs Members of the Legislative Assembly	MPs Members of Parliament
Electoral Districts		constituency (riding)	constituency (riding)
Number of Elected Officials		83	282 (at present) 295 (next election)
Areas of Responsibility	Fire Protection Sewers Police Protection Public Libraries Parks Electricity Water Service Public Transit etc.	Health Care Welfare Local Government Education Environment Marriage Prisons etc.	Trade and Commerce Taxation Postal Service Census & Statistics Defence Navigation & Shipping Fisheries Currency & Coins etc.
Source of Revenue	Property Taxes Provincial Grants	Direct Taxation (income tax) (sales tax)	Direct and Indirect Taxation

*Adapt as needed to reflect the municipal government in your area.

Activity 5 (Closure): Government Help

OVERVIEW

As students realize that politics are a feature of everyday life, they must come to realize that they can call on the government to help them with problems they might encounter. As students brainstorm a list of potential problems they may face, they must categorize the problems into areas of personal problems, municipal problems, provincial problems and federal problems. By making use of a problem-solving model, they will be able to get first-hand experience using government agencies to provide them with help. In this activity, students are developing the process skills of organizing, interpreting and analysing data. To be successful at this, they will have to interact effectively with others in the class so they can make thoughtful decisions. Through this decision-making process they will gain an appreciation of the fact that citizenship involves participation in the community and the nation.

PROCEDURE

1. The teacher can introduce the activity by asking the students in very general terms, "What are some problems we might face from time to time?" The teacher could start by indicating one or two problems that he or she might face. For example; "Do I buy a new car this year?"or "Do I look for a second job?"

   The teacher would indicate that these are personal problems and not ones that governments get involved in.

2. As a class, ask the students to brainstorm a list of problems that would require help from the government to resolve them. After the list has been placed on the blackboard or overhead, the students will be required to organize the data according to the level of government that would be most useful in providing help. The use of colour or symbols helps with organization. This organization will be facilitated if students refer to their notes dealing with the powers of the federal, provincial and municipal levels of government.

3. At this point, a number of telephone directories with government phone numbers are necessary. Depending on the number of books available, students could work independently or in very small groups.

   Ask students:

   - Which number would you call first to try to get help with each of the problems identified by the class? Why did you choose this particular number?
   - Which of the problems do you think might need the help of an elected government official? Why?
   - Which of the problems on the list might not be resolved to your satisfaction, no matter how much help you had? Why?

4. A discussion of the answers to these questions should show to the students that there are different ways to tackle these problems. Not every student will attack the problem in the same way or use the same phone numbers.

5. The activity could end at this point. If there are some pressing concerns within the class, this activity could move into the action stage where students make contact with the necessary government agencies.

EVALUATION:
- A summative evaluation of answers to questions.
- Successful completion of an action project.

SOCIAL STUDIES 23
THE GROWTH OF THE GLOBAL PERSPECTIVE

Introduction

The Social Studies 23 course, "The Growth of the Global Perspective," is appropriate for those students who require more help and alternative approaches in acquiring and developing knowledge, skills and positive attitudes. There are two topics (units) in the course; each topic receiving approximately the same amount of time. Topic A, "The Development of the Modern World," includes three themes: nationalism, industrialization and egalitarianism. Topic B, "Challenges in the Global Environment," includes two themes: global regionalism, and global interdependence and quality of life. Specific process, communication and participation skills, as well as inquiry strategies, will be developed in Social Studies 23. Students will also be encouraged to develop the positive attitudes listed in the program.

As you use this teacher resource manual, you will need to refer back to the *Program of Studies* for Social Studies 13/23/33 so that planning is based on the prescribed knowledge, skill and attitude objectives.

Organizational models, opening exercises, activities for developing the topic and closing exercises are included in this section of the teacher resource manual to help you plan for instruction. The models are not sequential activities that comprise a total unit plan. Any organizational model may be used, provided that an issue and a question are included in each topic, and that the knowledge, skill and attitude objectives from the *Program of Studies* are addressed. The models and activities presented provide assistance for developing particular issues, questions, knowledge, skills and attitudes of the program. However, the exercises and strategies included in the manual are only examples that serve to illustrate various approaches to fulfilling the course objectives. They are not intended to cover all of the objectives of the program. It is assumed teachers will use other procedures and present their own activities to meet the prescribed knowledge, skill and attitude objectives.

Suggestions for Teaching Social Studies 23 Students:

- Develop abstract concepts by building from a concrete, personal level to a more abstract level.
- Attempt to interest students in things that have an immediate and practical application to them and that are of personal and social importance. Try to tap areas of student experience or interest, especially in determining issues and questions for inquiry.
- Provide students with some choice in projects and assignments so they can use their strengths and talents.
- Design activities in small "chunks" to accommodate the shorter attention span of some students.
- Provide a great deal of positive reinforcement, praise and constructive criticism to help build self-esteem.
- Encourage discussion, including class discussion and small group interaction. Students seem to require a great deal of "talk" to enhance understanding.
- Employ a wide variety of evaluation techniques (e.g., participation, short paragraphs, debates, group work).

- Focus on skill development by providing explicit instruction and by modelling skills to be developed.
- Provide a great variety of instruction strategies, including audio-visual materials, so students will visualize their learning.

The models and exercises, together with evaluation components, learning resources, and skill development chart and other information in the appendices, will help you achieve the Social Studies 23 objectives.

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SOCIAL STUDIES 23: TOPIC A
THE DEVELOPMENT OF THE MODERN WORLD

The materials provided for developing this topic include two models for organizing the topic along with several exercises and activities to develop the content. The two organizers present a general framework for approaching Topic A and are intended as examples of how to arrange the topic for instruction. The exercises following each model are designed to illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 23, Topic A.

Specific instructions accompany the exercises and activities so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning task, the learning environment and your teaching style.

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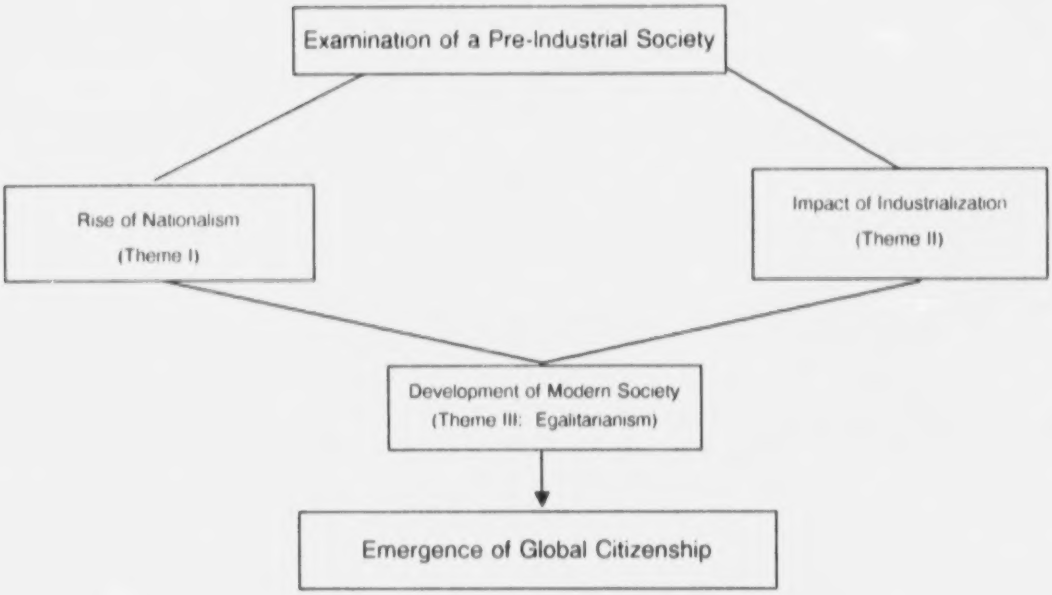
ORGANIZATIONAL MODEL 23A-1
CONCEPTUAL MODEL


Examination of a Pre-Industrial Society
Rise of Nationalism (Theme I)
Impact of Industrialization (Theme II)
Development of Modern Society (Theme III: Egalitarianism)
Emergence of Global Citizenship

Issues: "Should society provide for greater social equality?" or "To what extent should nations encourage global rather than national citizenship?"

Model Description: Conceptual Model

This conceptual model examines the three historical themes of nationalism, industrialization and egalitarianism, and their impact on society in the past, present and future.

To begin, students will investigate an example of a pre-industrial society. This provides them with the information necessary for comparing and contrasting pre-industrial society to modern society. Students will understand that in the past, European society was agrarian, localized, rural and highly stratified.

The theme of nationalism will then be addressed whereby students will be required to determine the effects of nationalism on this simple agrarian lifestyle. The French Revolution and nationalism in the late nineteenth and early twentieth centuries will comprise the backdrop for inquiry into this theme. Students will then examine the theme of industrialization and its role in the transformation of pre-industrial society.

Having investigated these two forces, students will make a comparison between pre-industrial society and modern society. The third theme, egalitarianism, will then become the focus for inquiry whereby students will examine the impact on society of changes in equality and social mobility. Topics such as the role of women and universal suffrage will be explored to facilitate this objective.

To conclude, the students will engage in a decision-making strategy, discussing the desirability and feasibility of global citizenship. It is recommended that they defend a point of view on the issue: "To what extent should nations encourage global rather than national citizenship?"

Activity 1 (Opener): Role Play/Picture Analysis

OVERVIEW

The intent of this activity is to introduce students to the characteristics and nature of a pre-industrial society. To draw conclusions about the impact of nationalism, industrialization and egalitarianism on the development of the modern world, students must understand what life was like in pre-industrial societies.

This activity, which includes role play and picture analysis, will develop participation and communication skills as groups of students act out assigned roles in front of the class. In addition, creative thinking and problem-solving skills will be enhanced as students analyse various pictures and generate questions to guide further research.

PROCEDURE

1. Setting the Stage: Life in Pre-Industrial Europe

   This activity is an opening activity designed to generate enthusiasm and interest in the study. It is expected that students will have some previous experience in role playing although this is not essential. To introduce this activity, the teacher should explain the purpose of the lesson and go over the procedure for the role play.

   The teacher may wish to select or ask for five volunteers to conduct the role play. It is feasible for other groups to role play the same scenario; however, this will depend on time constraints, the needs of individual trainers and the nature of each group of students involved in this activity.

2. Background Scenario

   A recent archeological dig in southern France has discovered a number of pre-industrial artifacts. Three archeologists were credited with finding these historical relics and have been asked to inform the public about their significance in a press conference to be held in 24 hours. Two reporters will be conducting the interview with the archeologists and it is their objective to find out as much as possible about pre-industrial society.

3. Main Objective

   Using the list/collection of artifacts you must present a descriptive account of what life was like in pre-industrial Europe.

   ROLE DESCRIPTIONS LIST OF ARTIFACTS

   Three Archeologists:
   - Alberta Jones
   - Rachel Ruins
   - Digger Bones

   Two Reporters:
   - Morley Mouthpiece
   - Barbara Broadcaster

   - Handwritten manuscript
   - Crown icon
   - Various farm tools (hoe, scythe, etc.)
   - Seeds
   - Oil lamp
   - Clothing (handmade)
   - Hourglass
   - Horse, oxen (remains)

   Note: It is up to the teacher whether to present students with a list of artifacts or an actual collection of artifacts.

   Reporters are to ask questions and archeologists are to answer them. It is up to the student groups to create and invent the character assigned to them.

4. Preparing the Role Play

The following suggestions may be given to the students to help them prepare for the role play. The students should be given 10–15 minutes to prepare their skit.

Initially all five members may wish to discuss the artifacts using the following questions to guide inquiry:

a) What is the artifact?
b) What was it used for (purpose)?
c) Who would own such an artifact?
d) Do we have anything similar in our society?

Once the students have identified and categorized each of the artifacts the reporters will generate a list of questions to ask the archeologists during the press conference. The archeologists will continue to generate ideas and formulate a description of the society to which these artifacts belonged.

Note: The students must remember that their goal is to find out how these people lived and the reasons for their lifestyle.

5. Brainstorming – Picture Analysis

While the five students are preparing their skit the teacher will involve the rest of the class in a brainstorming activity. The teacher should locate two large pictures; one representing a modern industrial society and one depicting a pre-industrial society.

These pictures should represent contrasting societies and should somehow depict the themes of nationalism, industrialization and egalitarianism; a more simple comparison may be based on social, political and economic differences.

Note: It may be necessary to use a series of pictures to achieve this.

These pictures should be placed in a location where they are clearly visible to all students. The teacher will then lead a brainstorming session in which the students are required to identify similarities and differences between the two pictures.

List these ideas on the board. Once students' ideas have been exhausted, the teacher may wish to categorize their responses under three main headings: social, political and economic.

6. Role Play

Before or after the brainstorming session the teacher should instruct the class on their role as observers. The students should be expected to identify all basic characteristics of pre-industrial societies.

7. Debriefing

After the role play the teacher will conduct a general discussion about what life was like in pre-industrial societies. Reference to the pictures and the role play should be made during this discussion.

The teacher may wish to ask the observers to offer additional explanations and descriptions about the artifacts presented by the role players.

8. To develop questions to guide further research, ask the class to brainstorm all the questions they can think of that could be asked using the pictures of the two societies. It is expected that questions such as the following would be offered:

Why does picture A have flags?
Why does picture B not have any machines, large buildings?
Why are these people dressed so differently?

Questions such as these can be classified according to the three themes in this unit.

9. To conclude this lesson you may wish to have students list 10 artifacts to include in a time capsule that would best describe our way of life to future generations. These lists could then be presented at the beginning of the next class.

EVALUATION: Because this is an introductory activity, formal evaluation is not recommended. However, informal evaluation of student participation and communication skills may be warranted.

Activity 2: Significant Events in Nineteenth-Century Europe (Timelines)

OVERVIEW

Because this model is organized chronologically, it is appropriate that students be required to construct timelines of significant events covered in this topic. A timeline could be constructed for any of the following themes:

a) Significant events of the French Revolution (e.g., calling of the Estates General, Tennis Court Oath, Storming of the Bastille, Reign of Terror, Napoleon's Rise to Power).
b) Significant events, inventions and individuals of the Industrial Revolution (e.g., Adam Smith, Karl Marx, spinning jenny, Luddite revolt).
c) Significant imperialistic conflicts before World War I (1870–1914) (e.g., Fashoda Incident, Morrocan Crisis, Congress of Berlin, Treaty of San Stefano, Entente Cordiale).
d) Significant events of World War I (e.g., Assassination of Archduke Franz Ferdinand, Battle of Ypres, Treaty of Brest-Litovsk, Zimmerman Telegram, Treaty of Versailles).

This activity would reinforce the development of process skills used to understand time and chronology. As well, students will be encouraged to develop an appreciation for the complexity of the development and interaction of nations in nineteenth-century Europe.

Note: This strategy is an adaptation of 10A-2 (Activity 2), *Social Studies 10/13 TRM* p. 24

PROCEDURE

1. As students study the various themes in Topic 23A, the teacher may wish to assign or have students select one or more of the above timelines to produce. These timelines could be completed in the students' notebooks or on newsprint/poster paper.

2. If desired, these timelines could be set up as an ongoing class activity in which different groups of students are assigned different periods to represent on the timeline.

3. Data should be classified thematically using symbols and/or colours. For example,

▭ = significant person
* = significant event
△ = significant invention

Timelines may also include brief descriptions or highlights of events, persons, accomplishments. Further, students may be asked to write a brief summary of their timeline that would address such things as:

- of industrialization on society
- prediction of alliance systems based on imperialistic conflicts before WW I.

All requirements should be explained clearly to students at the outset of this activity.

As a review assignment, students might be asked to select an event from each of the timelines outlined and in a paragraph:

- describe the event
- explain the significance of this event to the development of nations in nineteenth-century Europe.

Note: For further suggestions on using timelines see the teacher's guide for *Canada in The World – Choosing a Role* by Derald Fretts, Edmonton: Weigl Educational Publishers Ltd., 1985, pp. 23 and 39.

EVALUATION:

The teacher may wish to evaluate individual timelines formally using the following scoring:

Name ______________________________

	Excellent 5	Good 4	Average 3	Fair 2	Poor 1
Creativity					
Organization, Neatness					
Accuracy, Completeness					
Conclusion/Summary Statement					

Activity 3: Evaluating Equality in a Society

OVERVIEW

In this activity students will develop some indicators of equality in a society. Then, through a reading, filmstrip or video, students will apply these indicators to a pre-industrial society such as pre-revolutionary France. At the end of the activity students should recognize that people lived in a more immobile and stratified society in the past. Students should also recognize that opportunities for equality have increased and these continue to have an impact on society today. This activity could be extended by having students apply the same criteria to nineteenth-century industrial Britain and/or a project on equality today.

Students' process skills will be developed as they read, listen to and view resources to gather information and to identify main ideas and supporting details. Students will also be involved in analysing and synthesizing information as they relate ideas in the material to their evaluation of the degree of equality in prerevolutionary France.

Students will develop an appreciation of the role of past experiences in shaping present-day societies, and of the role of new ideas in a changing society.

PROCEDURE

1. Begin the lesson by writing a guiding question on the blackboard before students enter the room: "Be prepared to explain what is meant by equality." This serves to focus student attention and give them an opportunity to make a considered response.

   In the brief discussion that follows encourage students to consider equality socially, politically and economically. Students could draw on their learning in Social Studies 13 (i.e., Canadian examples) for ideas.

2. Ask students: "If you wished to analyse a society to discover if people are equal, what questions would you ask?"

   Record students' suggestions on the blackboard or overhead. Students should also record these in their notebooks to guide their reading or viewing in the remainder of the activity.

3. Working individually, students apply these questions to a reading, video or filmstrip that describes conditions in prerevolutionary France.

   On completing their notes, students rate the degree of equality in prerevolutionary France in comparison to Canada. They give specific examples of equality or inequality to support their rating.

4. Student ratings and examples are reviewed and discussed in the class. The teacher might use a historical cartoon as a focus for the discussion or as a brief check quiz after the discussion. (For example, see *Our Western Heritage*, p. 195.)

OPTIONAL EXTENSIONS

1. After other activities that examine the events of the French Revolution, students examine a reading that looks at the achievements of the French Revolution. After they review their notes on the inequalities, they give examples of how the degree of equality had changed. This can be done in a short paragraph, a chart, orally, etc.

2. Students research (or the teacher provides examples of) current news events that relate to desires for increased equality.

3. Working individually or in small teams, students find pictures that show increased equality in today's world, and present these in a scrapbook or collage.

EVALUATION: Collect and evaluate students' notes. If you wish to use a check quiz, this can also be formally evaluated.

Activity 3 (Alternative): Demands for Social Equality (Guest Speakers)

OVERVIEW

The attitude objectives of this topic require attention in order to be developed in a positive and meaningful manner. This activity focuses students on the alternative viewpoints of others, positive and negative consequences of change, and the influence of past experiences on present society. In addition, the role of new ideas and developments in our changing society can be demonstrated through the use of guest speakers. This activity is designed to help develop an appreciation of positive attitudes through students' interaction with a variety of members of the community involved (past and present) in changing society to create more social equality. Possible guest speakers include:

- refugee workers
- social workers
- representatives from native Canadian, womens' or disability groups
- womens' sufferage leaders (past)
- citizens' rights groups
- union leaders
- alderman, school board trustee, mayor or reeve
- representatives from social services agencies.

The use of guest speakers helps students develop listening and observing skills. Students should prepare questions in advance to facilitate their own problem solving.

Note: This strategy is an adaptation of 10B-1 (Activity 3), p. 38.

PROCEDURE

Students should be actively involved in preparing for guest speakers. This involvement can range from suggesting questions to ask speakers (using the guiding question "How have demands for social equality had an impact on society?"), to contacting guest speakers by written correspondence, to expressing thanks for the speakers' participation.

Optional:

Teachers may use small groups of students to incorporate social action into the activity. This may be done throughout the activity or as a follow-up to guest speakers. Students may work in small groups to:

- identify possible speakers
- contact and confirm possible speakers
- greet, introduce, thank and perhaps present a token of appreciation to guest speakers.

Possible follow-up activities include:

- writing letters to members of the Legislative Assembly and/or Parliament, expressing students' concerns about social inequality
- volunteering and/or joining a social action group
- creating a students' social action group to address students' concerns.

Activity 4: Detecting Errors in Thinking

OVERVIEW

The purpose of this activity is to have students practise critical thinking skills, specifically those required for detecting errors or fallacies in thinking. Given a number of examples, students will be expected to identify and classify the types of errors in thinking illustrated in each example. This activity will draw on content from each of the three major themes addressed in this unit: nationalism, egalitarianism and industrialization. For this reason, this activity should take place near the end of this unit.

In addition to developing their critical thinking skills, students will also gain practice in written communication when rewriting the fallacies to reflect accurate, logical thinking.

PROCEDURE

1. Introduce the idea of fallacies by writing some general examples such as the following on the board:

   - People that abstain from drinking alcohol are in better health than those who do not.
   - People who frequently miss social studies class are in jeopardy of failing. Colleen never misses social studies class. Therefore, Colleen is not in jeopardy of failing.
   - I failed my driving examination today because I walked underneath a ladder yesterday.

   The teacher should analyse these statements with the students and ask them for suggestions as to what might be wrong with the reasoning used in each.

2. Ask students to brainstorm other examples of fallacies in thinking. Provide students with a list of the general types of fallacies people use. Discuss these and have students write some personal examples in their notebooks. The following are some of the fallacies that can be used in this activity. (*Teaching Thinking Across the Curriculum* by Vincent R. Ruggiero provides an explanation of 14 such fallacies.)

   a) Stereotyping: oversimplified generalizations about people, places, ideas or events.
   b) Either/or: falsely believing that rejecting one extreme position on an issue necessitates embracing the other extreme.
   c) Faulty Analogy: analogies suggest that things alike in one respect are also alike in other respects. People who use analogy improperly suggest similarities exist between objects, people or events that in reality are unsound.
   d) Overgeneralization: generalization derived from a single example or lack of evidence.
   e) Faulty Causation: concludes that if one event or condition occurs after another, it was caused by the other. A single cause fallacy singles out a particular contributary cause and treats it as if it were the only cause.

3. Distribute an article or series of statements that deal specifically with the content in this unit. This article or these statements should contain several examples of faulty reasoning. Have the students classify the examples according to the various types of fallacies learned. Discuss students' responses, making clarifications where necessary.

4. Have the students rewrite portions of the article or the statements so that the reasoning is accurate and logical. Some examples of statements related to the content in this unit include:

   - Quality of life has deteriorated drastically since the onset of the industrial revolution.
   - Nationalism is a destructive force that should be avoided at all costs.
   - The opportunity for people to advance socially has increased over the last century. This has led to an increase in the number of international conflicts in today's world.

EVALUATION: The teacher could prepare a formal exam on this activity in which students would be required to analyse different sources of information and locate and explain the fallacies in the material.

Activity 5 (Closure): The Responsible Global Citizen - Dream or Reality?

OVERVIEW

In this concluding activity, students will synthesize the concepts and information gathered during this topic of study. They will re-examine the impact of nationalism, industrialization and egalitarianism on society. By making reference to the past and the present students will draw some conclusions as to the possible effects of these changes and ideas on future society. Each student will be required to create a personal representation of a responsible citizen. This depiction will be based on the three themes and will be a response to the issue: "To what extent should nations encourage global rather than national citizenship?"

It is important to mention that underlying this issue the idea of social equality is paramount and that this issue is an extension of the question: "Should nations encourage greater social equality?"

This activity will foster an appreciation of alternative views of developments that have changed our society. In addition, students will practise decision making and creative thinking skills when designing their personal example of a responsible citizen. Because these depictions will be presented to the class, students will also develop their communication skills. Finally, this activity will provide students with some direction for how they might personally approach their role as responsible citizens.

PROCEDURE

1. Lead a class discussion using the following questions as a framework:

    a) What are some examples of how people are equal in today's society? Unequal?
    b) What forces have created these equalities/inequalities?
    c) Historically, have people become more or less equal? Why?
    d) Should society provide for greater social equality?
    e) To what extent should nations encourage global rather than national citizenship?

2. Having discussed these questions with the class, direct students' attention to the role of a responsible citizen faced with the issue of whether or not nations should encourage global rather than national citizenship. Have students design a poster, song, collage, etc., that illustrates the characteristics/qualities they believe to be essential for a responsible citizen living in today's world. These creative designs must make reference to the major themes studied. The following are examples of how a student might portray this issue:

The Ideal Responsible Citizen

- should be devoted and loyal to his or her country
- should be conscientious about protecting the environment
- should have the same rights as other citizens of the world
- should respect tradition, yet encourage some forms of progress (e.g., medical discoveries)
- should share their wealth with the less fortunate
- should have an equal opportunity to reach their fullest potential.

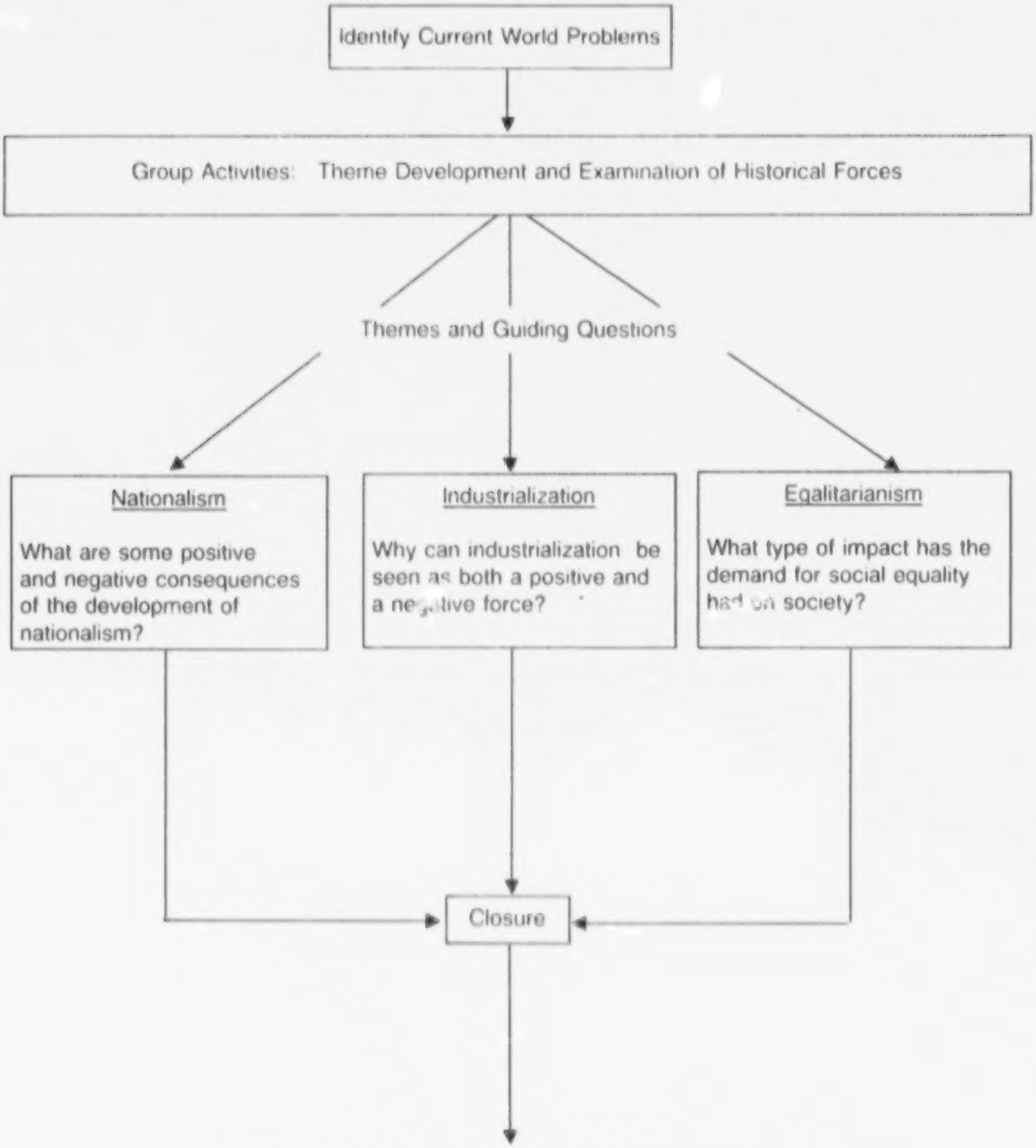
Note: This example represents a moderate position on the issue.

Each of these points either directly or indirectly involves a response to the issue of whether global or national citizenship is more desirable and feasible. It is important to mention that individual student responses will vary with some students taking extreme positions and other taking more moderate ones.

3. After the students have completed this project they will be asked to give a brief explanation of their responsible citizen in front of the class.
4. To conclude, the teacher should discuss with the students what they personally can do as responsible citizens.

EVALUATION: Formally evaluate the students' responsible citizen project. The evaluation should include such things as creativity, neatness, organization, and detail of response. As well, the teacher may wish to evaluate the students oral presentations, placing emphasis on the explanation and supporting examples the students give when describing their projects.

ORGANIZATIONAL MODEL 23A-2
GROUP ORIENTED PROBLEM-SOLVING MODEL


Identify Current World Problems
Group Activities: Theme Development and Examination of Historical Forces
Themes and Guiding Questions
Nationalism
Industrialization
Egalitarianism
Closure

What are some positive and negative consequences of the development of nationalism?

Why can industrialization be seen as both a positive and a negative force?

What type of impact has the demand for social equality had on society?

Issue: Should society provide for greater social equality?

Model Description: Group Oriented Problem-Solving Model

This model uses two important resources found in every classroom. The first is the social interaction between students that can be harnessed to enhance learning. The second is the knowledge of the world and themselves students bring to the classroom. Students are encouraged to use what they know to facilitate understanding of the concepts and solve problems presented throughout the model, as well as the issue, "Should society provide for greater social equality?"

Beginning with students' perspectives of current world problems, the opening activity develops two classifications of problems: levels (local, national, international) and types (political, economic, social). The classifications are intended to broaden students' understanding of the background, nature and complexity of current world problems as well as provide a method of drawing comparisons between the world today and nineteenth-century Europe. Next, the three themes of nationalism, industrialization and egalitarianism are approached using two strategies. The first is a guiding question to assist in the development of the issue. Each question is phrased to include positive and negative aspects of each theme, thus presenting a true "problem" to be solved. The second strategy is the incorporation of group/activities to generate more ideas and promote creative and critical thinking when solving the problems. These activities and the themes examined provide the historical background for the current world problems identified by the students. At this point, students will have identified, examined, discussed and developed a variety of world problems.

In a concluding activity individuals and groups resolve, for themselves, the issue. Students should be encouraged to be creative and incorporate all knowledge, concepts and attitudes developed throughout the topic. For example, students might create an egalitarian society (including a motto, flag, constitution and belief system) to demonstrate their evaluation of the forces of nationalism, industrialization and egalitarianism on the world, past, present and future.

Activity 1 (Opener): Problem Identification

OVERVIEW

The purpose of this activity is to capitalize on students' knowledge of the world today and relate that knowledge to both the past and future. Students work in large groups, listening to and analysing songs that raise concerns about modern-day problems. These problems are discussed and categorized by students who further explore the background to these problems in subsequent activities. Thus the present serves as a focus for examining the past which together provides a basis for resolving the issues and problems of study in this topic.

A variety of skills are involved in this activity. Students will listen to information and interpret meanings as well as analyse the information to determine values. The discussion will develop oral and participation skills. Moreover, students will engage in the generation of questions to guide research, an important problem-solving skill.

Students will also have an opportunity to become actively involved in the learning process by generating questions based on their prior knowledge. This will promote positive attitudes toward both the topic and learning itself.

PROCEDURE

1. One option is to brainstorm problems of the world today using the list generated for procedure #2. (See 20A-2, Activity 2, "Brainstorming.")

   Another choice is to introduce students to the purpose of the activity, to identify and generate a list of problems faced by the world today.

2. Have students listen to such songs as "Strength in Numbers" (Luba), "Every Kind of People" (Robert Palmer), "Man in the Mirror" (Michael Jackson), "Them and Us" (Don Henley), "Things I Do for Money" (Northern Pikes), or "Turn Your Face Away" (The Water Walk). Students listen to the songs, using the lyric sheets and the student master to identify the types of problems (concerns) being raised, and discuss their interpretations.

OR

Use Activity 1 from *Population and Production in Canada: A Model for Development* (Kanata Kit Eleven).

3. Direct discussion of the problems using a classification system to aid students' understanding and provide a framework for further activities. The perspective or level of problems may be broken into three categories (local, national, international) as can the type of problem (political, economic, social). These categories are not mutually exclusive, and serve as a tool for organization. In subsequent activities, the links between the types and levels can be developed. Students then place the problems in one or more categories.

4. Students begin to develop a set of questions to assist them in answering the major question: "How did these problems arise?" The teacher may wish to provide a sample question such as "Why do nations go to war?" The questions generated by the students are to provide a guideline for both the teacher and the students. Not all questions will be addressed in the topic, although many will be explored. The list of questions is recorded and kept for future reference.

5. The teacher may wish to discuss the complexity of solving problems and their relationship to past events. Such a discussion might elicit the following conclusions:

   a) world problems today are related to past events
   b) people view differently the importance of world problems.

EVALUATION: An informal evaluation of the participation of students in the discussions is one method. Teachers may wish to assign students the task of locating and analysing a current or favourite song that raises a social problem. Students submit the lyrics/song and provide a written analysis of the problem raised, the artists' point of view, the type and level of problem as well as the importance of the problem to the student.

Activity 2: Research Into Current Nationalism

OVERVIEW

This activity requires students to use acquired knowledge of historical nationalism and apply it to current types of nationalism through library research. Useful, current periodicals, newspapers and other materials should be identified by the teacher in conjunction with the librarian. The research will focus on the guiding question "What are some positive and negative consequences of nationalism?" Further, students may work in groups to share understanding and ideas as well as increase involvement in problem solving. The use of current examples links acquired historical knowledge to the problems of the world today. Students will become aware of the importance of nationalism and appreciate other points of view regarding nationalism. The research may be presented in written, oral or visual format, as well as on the retrieval sheet described below.

PROCEDURE

1. After appropriate discussions with the librarian, present the requirements of the activity (number of persons researching each nation, the groups or nations to be researched, format of report or presentation etc.). The students should be given the following retrieval sheet to summarize their findings and record those of others, if desired.

2. Students label a world map to illustrate the location of the nation or group they are researching.

Note: The students should be aware of the proper use of a bibliography and of map-making procedures. The teacher is best able to judge the need for teaching and/or review of these required skills.

3. Research is shared with other students, through oral presentations, visual representations of the type of nationalism or by brief discussion of the retrieval chart and world map.

4. Direct discussion and/or questions to reach general conclusions about examples of historical and current nationalism. Possible conclusions include:

   - Minority groups (ethnic, religious, etc.) seek recognition as nations.
   - Large, powerful nations pose threats to the independence of neighbouring, smaller, weaker nations.
   - Nations strive for sovereignty and self-determination in a variety of ways.

Note: Examples of current nationalism follow. In addition, teachers may wish to modify this activity by including historical examples for review and contrast.

Groups seeking recognition as a nation:

- PLO – Middle East
- Tamils – Sri Lanka
- Estonians – Latvians – Lithuanians
- Other ethnic groups – Soviet Union
- Native peoples – Australia, Canada
- Sikhs – India
- Blacks – South Africa
- Contras – Sandinistas – El Salvador

Nations striving to maintain independence:

- Afghanistan
- Eritrea
- Israel
- North/South Korea
- Namibia and other African states

EVALUATION: The research assignment may be evaluated formally and/or informally. Teachers should select the format for the report and appropriate formal evaluation procedure.

RETRIEVAL SHEET: CURRENT NATIONALISM

1. Nation or Group ____________________

2. Location (nation/continent) ____________________

3. Problems faced (e.g., seeking recognition as a nation, striving to obtain/maintain independence)

____

____

____

4. Desired outcome/action

____

____

____

5. Other groups/nations who oppose this action

____

____

6. Other groups/nations who support this action

____

____

7. Brief conclusion (judgment or opinion about the future outcome of this situation)

____

____

____

____

____

____

8. Historical example of similar type of nationalism

____

____

Similarities

____

____

Differences

____

____

9. Sources of information (bibliography)

____

____

____

____

____

____

Retrieval sheets and world maps may be marked holistically using a scale such as the one shown below.

RESEARCH ASSIGNMENT	1	2	3	4	5	
World Map						X1
Retrieval Chart						X2
Bibliography						X1
Oral Summary (optional)						(X1)

Total = 20 (25)

Scoring Key

1 - Poor	–	Understanding of the assignment is incomplete and/or limited in development.
2 - Fair	–	Ideas are unclear and/or vague.
3 - Satisfactory	–	Understanding of the assignment is clear and complete. Ideas are accurately expressed.
4 - Very good	–	Understanding is complete and well developed. The details are precise and includes specifics.
5 - Superior	–	Ideas are accurate and insightful.

Activity 3: Examination of the Impact of Industrialization – A Case Study of Imperialism

OVERVIEW

The guiding question in the study of industrialization is "Why can industrialization be viewed as a positive or negative force?" This activity provides opportunities for the students to examine the impact of imperialism on European relations in the nineteenth and twentieth centuries. Students will develop skills in analysing, synthesizing and evaluating information as well as decision making and participation skills. Imperialism serves as a case study of the impact of industrialization, allowing students to answer the questions presented.

PROCEDURE

1. Begin this activity by showing a filmstrip/videotape that provides an overview of imperialism. An alternative is to present as the basis of research the question: "Why would industrialized European nations be interested in the lands and peoples of Africa, Asia and other continents?" As a class, students may develop a working definition of imperialism as a starting point.

2. The class is divided into research groups responsible for all the following tasks:

   a) developing a definition of imperialism
   b) explaining the causes/reasons of imperialism
   c) creating a timeline of imperialist events—by nation(s), continent(s) or both
   d) mapping the land areas controlled by various European nations in Africa and/or other continents
   e) assessing the impact of imperialism, its positive and negative features and consequences in the modern world.

   Research activities can be based on:

   a) Nation States: students research the role a particular nation played in nineteenth-century imperialism: its motives, possessions, actions, etc.
   Possible nations: Great Britain, France, Spain, Portugal, Italy, Germany, Belgium, Russia.

   b) Areas or Continents: students research imperialist actions, their impact and the nations who took imperialist action in specific regions. Possible regions to research: Africa, Asia, Balkan States, Latin America, Middle and/or Near East, North America, South America.

Note: Teachers may choose to combine the two types of groups depending on class resources and/or time available.

Timeline and mapping skills may require review or instruction at this point.

3. As a group, students prepare their research for presentation—sharing with the class as a whole or in small groups composed of one member from each research group. Students should focus on the consequences and positive/negative features of imperialism when sharing information, to broaden understanding. A sample retrieval chart is shown below.

RETRIEVAL CHART: IMPERIALISM RESEARCH			
NATION OR AREA	POSITIVE FEATURES OF IMPERIALISM	NEGATIVE FEATURES OF IMPERIALISM	CONSEQUENCES—EFFECTS ON PRESENT WORLD RELATIONSHIPS

4. As a conclusion, students use their research findings and retrieval charts to make a decision or support a position on the question, "Why can industrialization be viewed as a positive and a negative force?" Students may write a paragraph or essay, discuss the question as a class, etc.

EVALUATION: This activity provides many opportunities for formal evaluation. The student research tasks (definition, causes, timelines, maps and assessment) as well as position papers can be formally evaluated. Some tasks such as the timeline and causes, can be combined by all groups to generate a common set of information and thus not be formally evaluated. Students can complete peer and/or self-evaluations of group contributions. The evaluation components and expectations should be presented to the students at the beginning of the group tasks.

GROUP WORK SELF-EVALUATION

Name ______________________________ Group ______________________________

Please review your contributions to the group research work by completing the following questions. Use the key below where appropriate.

A: Always S: Sometimes N: Never

1. _______ I cooperated with other group members by listening and discussing.
2. _______ I was open minded when others expressed their ideas.
3. _______ I contributed ideas and or suggestions to the group. One was ________________
   ____
4. _______ I helped set specific goals for our group.
5. _______ I completed my tasks to the best of my ability.
6. _______ I asked others questions about their ideas.
7. _______ I came prepared to the group and worked on task.
8. _______ Our group fulfilled our assigned tasks.
9. _______ Our group discussed various ways of completing the assigned tasks.
10. _______ I contributed positively to the group research assignment.

Because of my contributions shown above, I believe I deserve a mark of _______ out of 10 (or any other total).

GROUP WORK PEER EVALUATION

Student Name ____

Evaluated by ____

This individual has ...	Poor	Fair	Satisfactory	Good	Excellent
1. Come prepared, on time, to all sessions	1	2	3	4	5
2. Contributed ideas and or suggestions to the group work	1	2	3	4	5
3. Contributed time to his or her assigned tasks	1	2	3	4	5
4. Encouraged others to do their best work on the assigned tasks	1	2	3	4	5
5. Encouraged others to contribute their ideas and/or suggestions to the group work.	1	2	3	4	5

Activity 4: Developing Group Participation Skills – Cooperative Group Work on Social Stratification in Prerevolutionary France

OVERVIEW

In this organization model, students' participation in groups is highlighted. Students' success in these groups by students will be enhanced by a systematic approach in structuring long-term "study groups" and by concrete instruction in interpersonal skills. Students need to feel that the idea that they can help one another learn is not an isolated, occasional event, but an ongoing principle of classroom organization.

The teacher might introduce "study groups" early in the year, forming heterogeneous, mixed ability groups of five students (one high-achieving student, three average-achieving students and one lower-achieving student). In introducing these groupings, the teacher will have to stress the difference between a socially oriented group and a task oriented group. The teacher might refer to situations in the workplace to illustrate that tasks are accomplished among people who are not "friends." The teacher might also use some short activities to help group members get acquainted and to illustrate the effectiveness of groups in getting something done.

Students should remain in the same groups for an extended time such as three or four weeks. This will encourage students to develop skills within the group rather than being able to "opt out."

General Comments on Cooperative Groups

Simply having students work together does not result in the formation of cooperative groups. The teacher must give attention to two conditions in the design of cooperative group tasks. First, students must be working toward a group or team goal. This goal gives students a reason to work together and to care about the success of the group as a whole. Thus, they are more willing to ask each other for help and to provide help to someone else. A group might, for example, receive bonus marks for how well individual students in the group have improved. Second, success in achieving this group goal must be based on the individual learning of all group members. If a group is to complete only one project, the ideas of some students may be ignored or it may be more efficient for one or two students to do most of the work. The group's task in cooperative learning should be to prepare each group member to succeed on individual assessments such as a quiz or writing assignment.

When structuring group tasks the teacher should design an activity to be finished in a class period with time left to assess the group functioning. Therefore, longer tasks should be broken down into steps. Such organization will give students a sense of accomplishment and of closure, feeling that groups are a productive way to get things done. In long-term projects, the group should have a file in which to keep materials and work to prevent problems if a group member is away.

Also, when designing group activities the teacher should aim to promote interdependence in the task, the materials needed, the roles in the group and the product completed. For example, students in the group are each given a number when the groups are initially organized. The teacher (in conjunction with the students) outlines five roles in groups, for example:

- recorder (listens to group talk until consensus is reached and then records, checking that the written work is approved by the group)
- researcher (looks up unfamiliar words, etc.)
- custodian (looks after materials, etc.)
- checker (keeps group on topic, checks that task is completed)
- editor.

These roles change with each activity. For example, the teacher announces, "In your groups today, Person #1 is custodian, Person #2 is recorder..." Group interdependence can also be fostered by "jigsawing" information or materials. Each person in the group has something needed by the group to complete the task. As well, the teacher should require that individuals cannot leave the group without the consent of all other group members. Also, individuals are not allowed to approach other groups unless they are on a group errand or it is part of the group task. One other detail will serve to encourage the group to solve its own tasks – the teacher does not answer questions from individual students while they are engaged in cooperative learning. The teacher will answer questions from the group as a whole but the number of questions should be limited (for example, students may be allowed one group question). While difficult for students (and teacher) to adjust to, this strategy will encourage students to explain and clarify for each other and will free the teacher to monitor and observe the functioning of the groups. Of course, if the teacher notices that the functioning of all the groups is impaired by an error in the instructions, etc., then the activity should be stopped and the problem clarified.

When designing group activities, teachers must give attention to one other area – instruction in the verbal and non-verbal interpersonal behaviours that help a group function successfully. Teachers must define and provide a rationale for each skill taught. They should provide students with a "mental picture" of what a person looks or sounds like when he/she is demonstrating that skill. In the following activity, students should be consciously trying to use the skill. The teacher monitors the use of this skill in the group's work during the activity and provides immediate feedback at the end of the class.

(Further information on strategies for teaching and evaluating group skills can be found in Johnson, D.W. and Johnson, F.P. *Joining Together: Group Theory and Group Skills* (Third Edition). New Jersey: Prentice-Hall, Inc., 1987.)

The activity that follows illustrates these general principles. It is designed as part of a study on the theme of EGALITARIANISM. In this activity students will understand that people lived in a more stratified and immobile society in the past by creating a diagram of social stratification in pre-revolutionary France. Each member of the group will have a number of file cards with information on the status, rights and privileges of several groups in French society. Their task as a group is to share their information to create a summary diagram or chart.

Although the group will complete only one summary chart, each group member must sign the finished product to indicate their agreement to it. As well, copies of the chart should be made available for study purposes to the individuals of the group. The group goal is for each member of the group to achieve above 75 percent on a quiz on the material (or whatever goal the teacher sets). If all group members achieve this, each person receives a five percent bonus. If three members achieve the goal, then each person receives a two percent bonus .

Note: A student who is absent from the group must complete the work individually.

Besides developing participation skills, this activity involves students in interpreting, organizing and synthesizing information, as well as presenting that information in a concise visual format.

PROCEDURE

1. In a previous lesson students will have developed an understanding of social stratification. The teacher might check students' understanding of this concept by asking how students might visually symbolize stratification. Students may suggest layers, or a pyramid, etc. This would also help students later when structuring their summary diagram.

2. Identify the basic skill for receiving information: paraphrasing or restating without evaluation the words of the sender. The importance of this skill to successful group communication is highlighted by example. If the teacher feels students need extra practice, simple exercises from an interpersonal skills text could be used.

3. Outline the group task and group goal to the students. Prepare a number of file cards with information about groups in prerevolutionary France. For example, one card might outline, in general, the position of the First Estate in French society. Another card might elaborate on this by describing the upper clergy, while yet another card provides information on the lower clergy.

   Have available materials, such as rulers, needed for creating the summary diagram.

4. The student acting as custodian in each group collects the group's cards and materials. He or she distributes the cards to the group and the group proceeds to share and organize the information.

5. As the groups work, the teacher spends five minutes monitoring the communication patterns in each group (e.g., receiver sender encourager). The teacher might also make anecdotal comments about the conscious use of paraphrasing by the group.

6. At the end of the class the groups should be encouraged to discuss their experiences.

   - Students might identify examples of "noise", anything that interfered with effective communication in the group.

   - Students might give examples of paraphrasing they did or that they heard from others. They might identify the effect of paraphrasing on them as individuals (e.g., made them listen more closely, made them feel they were listened to and understood).

   - A series of questions like the following can be used:

   a) What were the patterns of communication within the group? Who spoke to whom? Who talked, how often did they talk, and for how long? Who triggered whom in what ways? How did members feel about the amount of their participation? What could have been done to gain wider participation?
   b) Was the needed information easily obtained by all the group members? Did group members share their information appropriately, request each other's information and create the conditions under which the information could be shared?
   c) Were the resources of all group members used? Was everyone listened to?
   d) How cooperative or competitive were the group members?
   e) How did the group make decisions?
   f) What problems did the group have working together?
   g) What conclusions about communication can be made from the group's experience?

7. Spend some time discussing the teacher's observations about communication patterns within each group and the use of paraphrasing.

8. Students hand in their summary diagrams (signed by all group members) for evaluation.

   Copy these to redistribute for study purposes the next day. The teacher should also note any inaccuracies or misunderstandings to be reviewed in the class.

9. The next day (or two days later to allow for individual review), give student groups an opportunity to review the material with each other. Students then write a brief objective quiz on the material, which is marked in class for immediate feedback and review. Group bonuses are calculated and awarded.

EVALUATION: Students can receive individual completion marks for their group's summary diagram. These group participation marks might be totaled and weighted as part of a report card mark, for example, 20 percent of the term mark. Students would also be evaluated individually on their performance on the quiz.

Activity 5 (Closure): Creation of an Egalitarian Society

OVERVIEW

This activity is designed to focus in a personal, creative way, on the issue "Should society provide for greater social equality?"

Students are to demonstrate their understanding of the three themes and the guiding questions by making a decision about the major issue. The decision-making process is a culminating activity and should be personally relevant. Therefore, students should be given choices in the format used to present their evaluation of what factors constitute an egalitarian society.

PROCEDURE

1. Students begin a review of their findings from the guiding questions for nationalism, industrialization and egalitarianism. The teacher may also include a review of the opening activity and the questions generated by the students. This is a starting point for a discussion of the question "Should society provide for greater social equality?"

2. Lead students in a brainstorming session to elicit characteristics of an egalitarian society. Potential starting points include comparing current Canadian society with historical societies (e.g., pre-revolutionary France) to compare past and present conditions. Direct students toward establishing individual criteria for what constitutes an egalitarian society.

3. Introduce the assignment by discussing possible formats. These formats could be any or all of the following:

   - a visual presentation (poster collage video diarama, etc.) including a motto, flag and constitution of a society
   - a written description of the characteristics, such as a manifesto or detailed constitution
   - an essay outlining the steps required to create and maintain an egalitarian society
   - a story, skit or oral presentation to convey the necessary characteristics.

   OR

   - other formats suggested by students, subject to teacher's approval for appropriateness (e.g., large-scale group projects).

EVALUATION	Because of the variety of formats, evaluating the creations may be difficult. Present students with the evaluation criteria (expectations and necessary components) at the beginning of the project, so they are aware of the universal aspects of the assignment.

SAMPLE MARKING KEY
EGALITARIAN SOCIETY CREATION

Name ______________________________

		Poor	Limited	Satisfactory	Proficient	Excellent
A.	Organization	1	2	3	4	5
B.	Mechanics (spelling, grammar, punctuation); quality of presentation (for visual and oral projects)	1	2	3	4	5
C.	Creativity	1	2	3	4	5
D.	Clarity of ideas	1	2	3	4	5
E.	Attention to major themes and questions	1	2	3	4	5

Comments

Total: /25

SOCIAL STUDIES 23: TOPIC B
CHALLENGES IN THE GLOBAL ENVIRONMENT

The materials for this topic include two organizational models along with several exercises and activities to develop the content. The two organizers present a general framework for approaching Topic B and are intended as examples of how to arrange the topic for instruction. The exercises following each model are designed to illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 23, Topic B.

Specific instructions accompany the exercises and activities, so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning task, the learning environment and your teaching style.

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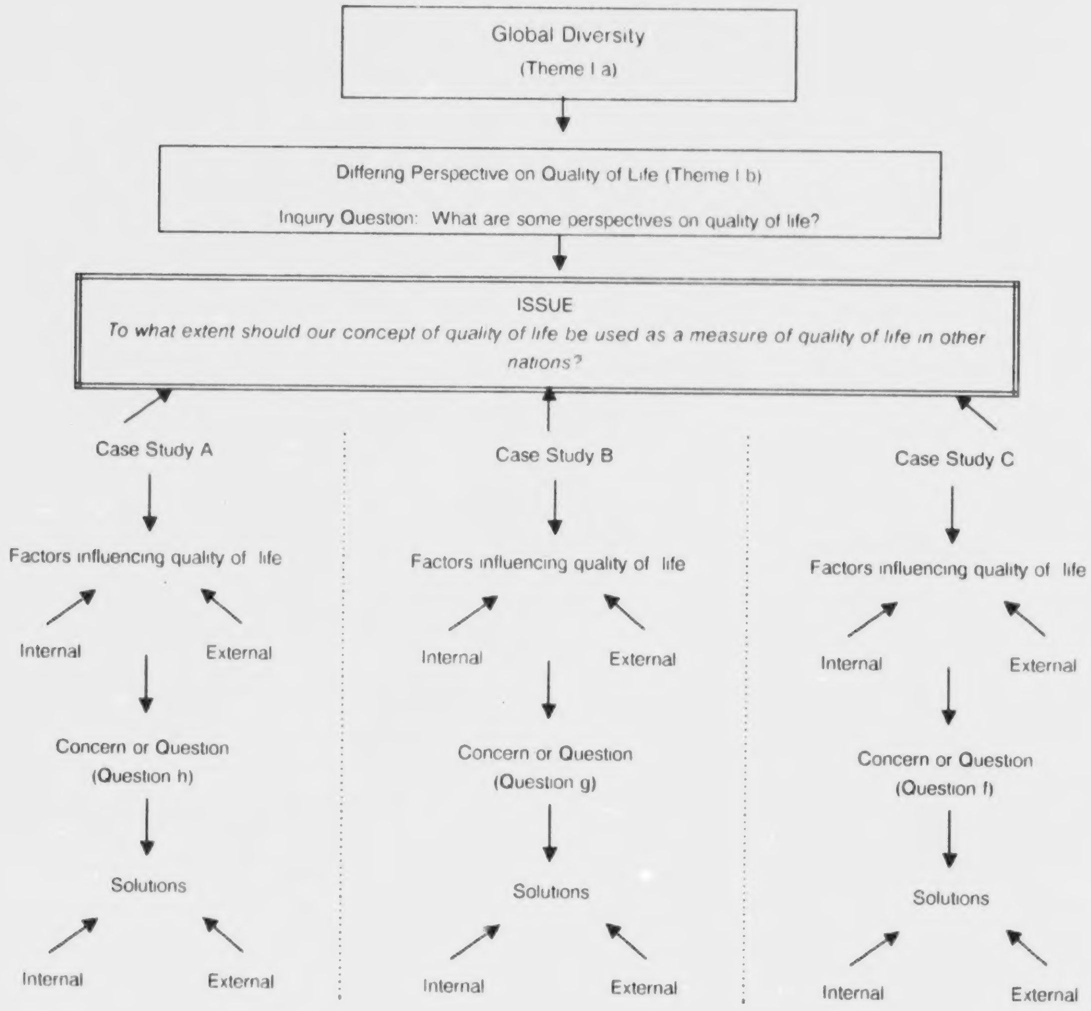
ORGANIZATIONAL MODEL 23B–1
CASE STUDY MODEL


Global Diversity
(Theme I a)
Differing Perspective on Quality of Life (Theme I b)
Inquiry Question: What are some perspectives on quality of life?
ISSUE
To what extent should our concept of quality of life be used as a measure of quality of life in other nations?
Case Study A
Factors influencing quality of life
Internal
External
Concern or Question
(Question h)
Solutions
Internal
External
Case Study B
Factors influencing quality of life
Internal
External
Concern or Question
(Question g)
Solutions
Internal
External
Case Study C
Factors influencing quality of life
Internal
External
Concern or Question
(Question f)
Solutions
Internal
External

Model Description: Case Study Model

This model centres on inquiry. The issues and questions may be investigated using a model for answering questions, solving problems or inquiry. As an integral part of this process students will be examining case studies to recognize the diversity and interrelatedness of the world and to participate more effectively as responsible world citizens.

After gaining an appreciation for global diversity in the openers, students focus on the question "What are some perspectives on quality of life?" This can be accomplished by working through a brief comparative study of countries from Africa, Asia and the Americas. With a broader appreciation of world diversity and varying perspectives on quality of life students should be able to develop the issue "To what extent should our concept of quality of life be used as a measure of quality of life in other nations?"

To resolve this issue students will complete three or more case studies that deal with very different types of countries. The selection of these countries is very important and should be undertaken after a careful inventory of available resources. Working with the teacher-librarian will make this task much easier and ensure a greater degree of success for the students. Each case study will look at internal and external factors that influence quality of life. It is important for the teacher and students to develop research questions that will provide them with the necessary data for discussion and concept development. In making country choices for each case study it will be helpful to have countries that have concerns or questions that would reflect the broad questions in the curriculum guide: e.g., "Did relief efforts by Live Aid benefit the people in Ethiopia?" or "How does OPEC oil pricing affect petroleum income in Venezuela?" Students must look at both internal and external solutions to improving quality of life and what effects these will have on other nations in the world. The teacher and students must devise appropriate questions for the research to be successful. A large wall retrieval chart will allow the students to gather, organize and analyse the trends and concepts generated by the three studies. The students will then be able to synthesize the data to resolve the issue.

Activity 1 (Opener): World Mapping Overview to Develop Generalizations on Global Diversity

OVERVIEW

To help students appreciate the great diversity in economic, social and cultural backgrounds in the world, they will locate, interpret and organize information from a variety of maps and charts. This activity also involves working effectively with others in a small group so that the information collected and concepts developed can be worked into generalizations.

PROCEDURE

Note: This activity is designed for use with the *Canada and the World, An Atlas Resource*, but could be adapted to work with any atlas that provides world economic, political and social data.

1. Working in groups of two or three students the following blocks of questions are to be used to collect data. Students may complete all the blocks, or the teacher might discuss their findings after each block has been completed.

TYPES OF GOVERNMENT

a) Using the glossary for assistance, and any other sources readily available in the classroom, briefly describe the following types of government:

- Constitutional Monarchy
- Absolute Monarchy
- One Party Republic
- Democratic Republic
- Democratic Parliamentary system
- Communist Socialist Republic
- Military Regime
- Islamic Republic

b) The following charting activity provides the students with a look at the diverse nature of the world (see p. 143).

i) Take a large piece of paper and make eight vertical columns.
ii) Write the name of one of the types of government at the top of each of the columns.
iii) Using pages 179–183 of the atlas, calculate the population of each country to obtain to a total number of people governed in that particular manner. (For example, under "constitutional monarchy" you would add up the populations of the United Kingdom, Sweden, etc.)
iv) Using pages 179–183 of the atlas, calculate the area of each country to get the total area governed in a specific manner.
v) For the above types of government, provide one example and place that country in the column.
vi) For each country the following information should be recorded in the chart:
  - birth rate
  - death rate
  - population density compared to arable land
  - Gross National Product (GNP)
  - food intake
  - literacy
  - infant mortality
  - women in the labour force.

Once the activity is completed you may wish to post the charts in the room.

SAMPLE CHART: TYPES OF GOVERNMENT

	a	b	c	d	e	f	g	h
Total Population								
Total Area								
Name of Country	Canada							
Birth Rate	15							
Death Rate	7							
Population Density Compared to Arable Land	35							
GNP	$12,280							
Food Intake	3,374							
Literacy	98%							
Infant Mortality Rate	12							
Women in the Labour Force	41%							

2. After the students have completed their charts the class group should be involved in a discussion to identify and explain any patterns that are obvious from the data. You may want to list these on the blackboard.

3. At this point it is appropriate for the students to develop some initial generalizations. If the students have difficulty writing generalizations the following approach may be helpful. The sheet labelled generalizations can be made into an overhead so that they can actually build a generalization.

   a) First statement is a simple definition of a generalization.
   b) In the space following you could record the concepts, main ideas or patterns that come out of a discussion of the chart.
   c) Next is the key statement that makes reference to a relationship among concepts.
   d) At the bottom of the page are two examples of generalizations. Ask students to write a generalization using the concepts—cold, rain, snow. Respond to them, then show the examples at the bottom of the page.
   e) In this large space you could now record some student examples of generalizations based on information collected in b).

4. Student generalizations can be written in their notebooks or on newsprint so that they could be posted in the room. (This could be a small group activity for one or two students.)

EVALUATION:
- summative evaluation of group retrieval chart
- summative evaluation of generalizations
- check list of small group interaction.

GENERALIZATIONS

Generalizations are statements of the relationships of two or more concepts. These statements may range from very simple to very complex statements.

The key point is that the generalization must express a relationship between two or more concepts. Verb phrases such as grows larger, declines, is influenced by, is associated with, causes changes in or varies with, are often used to describe the relationship between the concepts.

If it is cold, then the rain will change to snow.

If there is a combination of warm weather, large amounts of rainfall and fertile soil, then large amounts of vegetation will be produced.

Activity 2: Concept Attainment – Quality of Life

OVERVIEW

For students to appreciate different perspectives on quality of life they must develop an understanding of the concept. Working through the concept attainment model, students will examine evidence and evaluate alternatives before they decide on a definition for quality of life. Students will compare and contrast examples (positive and negative) to hypothesize about the definition of the concept. During this process the students will select relevant data from pictures and record them to formulate their hypothesis.

PROCEDURE

1. In the concept attainment model the teacher collects positive and negative examples of the concept to be developed. A number of these examples should be collected and sequenced for use in the classroom. Negative examples are very important because they help students set the boundaries of the concept.

2. The teacher should collect a number of pictures that represent aspects of the concept "Quality of Life." The textbook *Towards Tomorrow – Canada in a Changing World* provides a number of pictures that would be considered positive examples (see pp.55, 59, 62, 65, 70, 113). There are also some pictures that would be considered negative examples (see pp.147, 171, 195, 226, 227). You may wish to supplement these with pictures from other sources.

3. Pair one positive and one negative example to show the students; have a number of pairs organized to show the students. They should be sequenced so that the majority of the attributes of the concept are covered.

4. On an overhead or blackboard construct a chart to list the attributes of the concept.

POSITIVE ATTRIBUTES	NEGATIVE ATTRIBUTES
people – happy, sad	pollution
homes	lack of food
cars	manual labour
recreation	

   As the first pair of pictures are shown, students will suggest the attributes for positive, then negative, examples. The teacher may have to raise questions to get the students to come up with the attribute to record. At this point the students can hypothesize about the concept, but do not share their hypotheses at this time. The teacher should go through the various pairs of examples until students have reached the point of hypothesizing the concept. They may work themselves all around the concept without attaching the label "Quality of Life." Therefore, the teacher may have to provide this at the end.

5. At this point the students should test their understanding of the concept by identifying additional examples and non-examples, and then come up with their own examples.

6. As a final step, lead a discussion on how various students attained the concept—the processes that they went through.

EVALUATION: Provide the students with a new series of positive and negative examples and have the students identify these in terms of the concept.

Activity 3: Detecting Fact, Opinion and Bias

OVERVIEW

As students develop an interest in current international issues they must be able to develop a critical approach to the material with which they are working. Current material on many global issues is geared to draw emotional responses from the reader or viewer. It is therefore important that students develop critical thinking skills to distinguish fact from opinion, determine reliability and accuracy of data and detect bias in material. In this activity students will work with articles from newspapers and magazines to develop their skills; then they will apply their understanding to an ongoing class project. The skills developed here will be applied in their research through the remainder of the topic.

PROCEDURE

1. Start the lesson by dealing with the ideas of fact and opinion from the students' immediate area of interest:
    - school-related statements
    - sports-related statements
    - statements about high school
    - statements about students in general.

    Have students indicate whether or not they think the statements are fact or opinion.
2. Students work through an activity sheet that deals with a current issue/problem/topic in the curriculum.

SAMPLE WORK SHEET

FACT: A fact is something you can prove to exist or to have happened; an actual occurrence.
OPINION: An opinion is a belief, view, or judgment that might be open to dispute.

When doing research it is important to remember that all of your sources might not treat the same subject matter in the same way. If you were doing a study on environmental deterioration, you would probably find different viewpoints on the role of Brazil's deforestation policy. Many authors write their OPINION of what they think has happened or will happen. Their opinion is usually based on researching the FACTS surrounding the situation.

SAMPLE EXERCISE:

In the following blanks, place F before a statement of fact and O before an opinion.

_____ Brazil has requested a $500 million loan from the World Bank.

_____ As much as 80,000 square kilometres of forest were destroyed by burning during 1987.

_____ Environmentalists are concerned about flooding of tropical rain forests by 23 proposed dams in the Amazon region.

_____ Brazilian conservation activist Francisco Nendes Filho was assassinated in 1988.

_____ Brazil might use money from the loan to build nuclear weapons.

The activity sheet could contain more and varied items to be discussed in terms of why students applied the headings FACT or OPINION.

3. Students must be able to deal with bias as well as fact and opinion. The following will be of help when dealing with bias with students. This information may be given to the students as notes, a work sheet or it may be developed inductively by working back from the sources to identify the key points.

   The students can now move on to an example to give them practice detecting bias. To identify forms of bias from the article(s), simply have them pick out the phrase from the sentence (the students do not need to write the whole sentence).

   a) The students can read "Uproar promised over Brazil loan" from the *Calgary Herald* Saturday January 7, 1989.
   b) If a second source is needed the article "Brazil poses tough dilemma" from the *Calgary Herald* Sunday January 8, 1989 deals with the same topic.
   c) The second source can be read by students to see how the topic is dealt with from two different points of view.

4. The following activity can be used as an extension of the fact, opinion, bias lesson. On a bulletin board make two sections—Good News and Bad News. Have the students bring articles, pictures, cartoons, etc., from newspapers and magazines. This will provide new data for research projects as well as a means of looking at fact, opinion and bias in the way that the material is presented. The class can discuss the information as it becomes available. By classifying this they will receive a visual representation of people's attitudes toward a topic such as environment deterioration.

EVALUATION:
- formative evaluation of worksheets
- quiz on fact, opinion, bias
- a point system for contribution to the "good news, bad news" bulletin board.

BIAS

What is bias?

A person is **biased** when he favours one side too much. For example, a person who continues to buy car B year after year when all the evidence shows that car B is a very poor car compared to its competitors is biased in favour of car B.

Why is it important to recognize bias?

When we see statements showing bias we should suspect that the person using those statements is not a reliable source. People often use biased statements because they have few facts to support their position.

What type of statements show bias?

AMBIGUOUS STATEMENTS – these are statements whose meanings are inexact or vague. They contain words like some, many, few, often, a little, a number of, nearly, rarely, thousands of.

Examples: "Most people prefer cars made in Japan."
"A number of critics didn't like this movie."

Statements containing HEARSAY EVIDENCE – evidence obtained second hand, not something you heard or saw yourself.

Examples: "According to Jim it has . . ."
"I heard on the news today that . . ."
"A friend of mine said . . ."

Statements containing EMOTIONAL WORDS – these are words that have a more powerful effect on a person and create some emotional response in a person. They try to make a person feel rather than think.

Examples: "Stupid old man."
"Crazy kids."
"Thousands of helpless babies are starving, their poor little bodies are only skin and bone."

Statements containing SENSATIONAL FACTUAL EVIDENCE – these are statements that try to build up the importance of a fact, sometimes to try and make a fact appear more important than it is.

Examples: "More people were killed in automobile accidents than were killed in World War II."
"Out of a total population of 10,000, nearly 80 percent of the polar bear population was killed."

The story that a farmer lost five of his 10 cows could be told two ways: that he lost five cows, or, the more sensationalized way, that he lost 50 percent of his herd.

Statements that OVERGENERALIZE – these are statements that tend to ignore individual differences. They contain words like everyone, no one, everything, nothing, all, none, always, never, best, worst, greatest.

Examples: "All girls are pretty."
"No teenager has any sense."
"All women are great cooks but lousy drivers."

Not all articles you read will contain bias. In fact, most reliable articles will not contain biased statements. In the skill pack some articles will contain only one or two examples. Regardless of this fact, it is still to a certain extent, biased.

GENERALLY SPEAKING, THE MORE BIASED AN ARTICLE IS, THE LESS RELIABLE IT IS.

Activity 4: Case Study Retrieval Chart

OVERVIEW

A case study approach to the issues, generalizations and concepts in this unit will help foster positive attitudes so that students will appreciate that there are different perspectives on quality of life. Students will also appreciate that responsible world citizenship includes recognizing the interdependent nature of the world and developing respect for others' viewpoints on global issues. As students work their way through each case study they will select relevant factual data and record them in a retrieval chart. The discussion of the inquiry questions and data will allow organization and analysis of the data so the students may draw inferences from them. These data, concepts and inferences will be synthesized later to help resolve the major issue of the unit.

PROCEDURE

1. On a wall or bulletin board a large retrieval chart should be constructed to record the main ideas and key concepts that come out of the various parts of each case study.

2. As each segment of the case study is completed, discussed and concepts developed, the teacher and class should record these points on the retrieval chart. Information for each country or each category could be recorded in a different colour. The use of colour will help students to quickly identify trends and key points.

3. As students finish each segment of the research and discussion has taken place, the material should be recorded to give the students a sense of accomplishment. If the retrieval chart is completed at the end of all case studies, the students will have forgotten many of the main ideas and concepts.

4. The completed retrieval chart provides students with the opportunity to identify common trends, key concepts and to develop a sense of interrelatedness among very diverse countries of the world. The inferences and hypotheses that students develop will help them resolve and evaluate the issue that is the major focus of the unit: "To what extent should our concept of quality of life be used as a measure of quality of life in other nations?"

EVALUATION: If students keep a copy of the retrieval chart for themselves it could be checked for completeness.
The retrieval chart is a tool to help students complete the "resolving the issue" component; the major evaluation will take place there.

2 7

SAMPLE RETRIEVAL CHART

Countries	Internal Factors	Interdependence of People & Nations	Environmental Situations	Economic Activities	Approaches to Improving Quality of Life
Ethiopia					
Venezuela					
Thailand					

Activity 5 (Closure): Newspaper Feature Article

OVERVIEW

In this activity students will resolve the issue "To what extent should our concept of quality of life be used as a measure of quality of life in other nations?" To do this they will have to synthesize data from the large retrieval chart that the class constructed in Activity 4. They will take on the role of a reporter who is to write a feature article on the best kind of aid to give to developing countries in order that they may improve their quality of life. The feature article may include maps, charts and diagrams to adequately convey the writer's point of view. This activity will allow for appreciation of varied approaches to the resolution of global issues.

PROCEDURE

1. After completing the retrieval chart students should be presented with this assignment.

Topic:	"To what extent should our concept of quality of life be used as a measure of quality of life in other nations?"
Purpose:	1 to express a position on the best kind of aid to improve quality of life 2 to support the position using factual data gathered from case studies 3 to compare and contrast approaches used in the past
Audience:	readers of ________ publication
Format:	feature article for newspaper/magazine (accompanied by pictures, maps, charts, graphs, if appropriate)
Voice:	reporter/columnist for ___________ publication.

At this point the students should discuss how they might approach this task. This would be a brainstorming type of activity. Through discussion the teacher should examine how the different variables in the assignment will affect the product (steps 2–9).

2. Review where they are now.

   - They have gathered facts, concepts, trends, etc., on the wall chart.
   - They are ready to group data according to purposes.

3. Review purpose.

   As a reporter/columnist/writer, what are they trying to do with this information? They are trying to:

   - Interpret information.
   - Comment on information.

4. Consider audience.

   - Who will be reading your article?
   - How will this affect your writing?

   For example, if it is an article for Canadian readers, what will their attitude be to the subject?

Ways this might affect the story:

- show that it is of benefit to the readers
- use examples that the Canadian audience can identify with
- age and education of readers will effect vocabulary and sentence length - Sun newspapers vs. Maclean's.

5. This is a main point: Consider voice.

- "Voice" is your attitude to what you are writing about (e.g., approval/disapproval).
- How will this affect your writing? Will your article be slanted?
- You will be able to support your point of view—positive/negative—in the article through the details you select.

6. Consider format.

It is necessary at this point to have an example(s) of this type of article to use with small groups in the class. Multiple copies of one example or a number of examples could be used in the class.

a) Have the students move into groups of three and hand out examples. The group task is to make a list of characteristics of the format.

- headlines
- subheadings
- byline
- columns
- use of pictures, maps, graphs
- use of examples to appeal to Canadians
- use of "personal interest colour"
- use of quotations/interviews with experts
- organization similar to a basic essay
- use of slant - subjective
- can be personal - use of "I."

b) Record students' comments on blackboard.
c) Further samples could be used in class or posted in the room as models for the students to refer to.

7. Discuss strategies for organization.

- purposes 1 1 with 3 as a
  2 or 2 side bar
  3
  Focus on purpose 1,2 or 3; or, focus on 1 with 3 as a side bar or, for example; be subtle and include opinion throughout.
- Write leads.

It is helpful to collect a variety of leads—introductions—and place them on overheads. Samples might include:

- dramatic details
- personal/human interest
- provocative statement
- quotation
- questions.

8. This writing process should be structured so that students have the opportunity to edit each others' work as it nears completion; teacher edits are extremely beneficial, too.

EVALUATION: The extended written response is suited to the primary trait method of scoring. The following evaluation sheet could be used.

EXTENDED WRITTEN RESPONSE PRIMARY TRAIT SCORING

NAME ______________________________

	E	P	S	L	P		COMMENTS:
Thought Detail	5	4	3	2	1 x 5	(25) :	
Organization	5	4	3	2	1 x 2	(10) :	
Choices	5	4	3	2	1 x 2	(10) :	
Conventions	5	4	3	2	1	(5) :	

TOTAL /50

PRIMARY TRAIT SCORING

THOUGHT AND DETAIL (x5 = 25)

5 EXCELLENT: Insightful ideas are supported by carefully chosen details. Interpretations are perceptive and defensible. The choice of details contributes significantly to the full development of ideas.

4 PROFICIENT: Insightful ideas are supported by appropriate details OR conventional ideas are supported by carefully chosen details. Interpretations are thoughtful and defensible. The choice of details contributes significantly to the development of ideas.

3 SATISFACTORY: Conventional ideas are supported by appropriate details. Interpretations are defensible. The choice of details supports the ideas.

2 LIMITED: Conventional ideas are either weakly supported, or are accompanied by inappropriate details. Interpretations are incomplete or superficial. The choice of details does not support the ideas coherently.

1 POOR: Scant ideas or unsupported generalities and details do not develop the topic. Interpretations may not be defensible. The writer exhibits little understanding of the topic. The details confuse the ideas, or are irrelevant.

ORGANIZATION (x2 = 10)

5 EXCELLENT: Your writing presents a compelling introduction, successfully constructed to provoke further reading. The middle is crafted so that the sentences and ideas flow smoothly to an effective conclusion.

4 PROFICIENT: Your writing presents an effective introduction that attempts to encourage further reading. The middle is developed so that sentences and ideas flow smoothly to an appropriate conclusion.

3 SATISFACTORY: Your writing presents a focused and functional introduction, middle and conclusion. Sentences and ideas are clearly related but coherence occasionally falters.

2 LIMITED: Your writing may lack an introduction or have an introduction that is not functional. The conclusion, if attempted, may be unsuccessful. Relationships among sentences and relationships among ideas are frequently unclear.

1 POOR: Your writing presents neither an introduction nor a conclusion. Sentences and ideas are presented in no particular order.

MATTERS OF CHOICE (x2 = 10)

5 EXCELLENT: Your selection and use of words and sentence structure is effective and polished. Choices often appear to have been made deliberately to achieve a particular purpose. The writing is clear, controlled and fluent.

4 PROFICIENT: Your selection and use of words and sentence structure is generally effective. Choices frequently appear to have been made deliberately to achieve a particular purpose. The writing is clear and careful.

3 SATISFACTORY: Your selection and use of words and sentence structure is generally clear. Choices occasionally appear to have been made deliberately to achieve a particular purpose. The writing is clear but sometimes awkward.

2 LIMITED: Your selection and use of words and sentence structure is frequently ineffective. Choices seldom appear to have been made deliberately to achieve a particular purpose. Your writing may be clear but is frequently awkward and uncontrolled.

1 POOR: Your selection and use of words and sentence structure is frequently inaccurate and ineffective. You seem unaware of the choices available. Your writing is frequently unclear, awkward and/or uncontrolled.

MATTERS OF CONVENTION (x1 = 5)

5 EXCELLENT: Your writing is essentially free from errors in spelling, punctuation and grammar. The effective use of conventions enhances the communicative power of the composition.

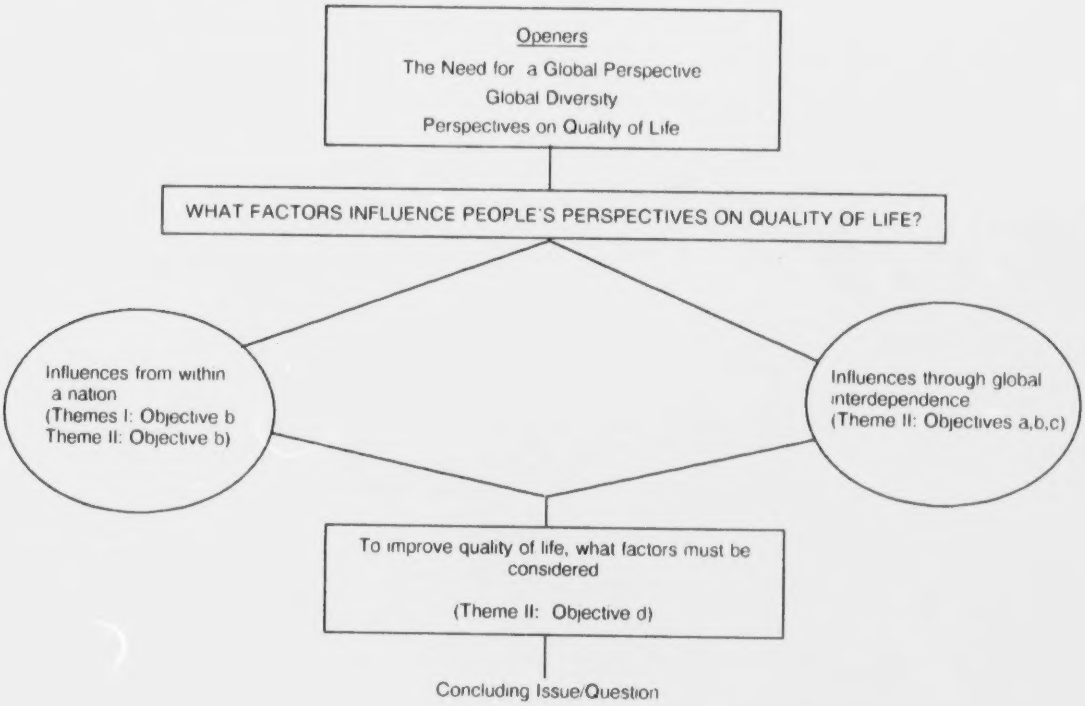
4 PROFICIENT: Your writing is essentially free from errors in spelling, punctuation and grammar. Errors that are present do not reduce the communicative power of the composition.

3 SATISFACTORY: Your writing has occasional errors in spelling, punctuation and grammar. These errors reduce but seldom impede the communicative power of the composition.

2 LIMITED: Your writing has frequent errors in spelling, punctuation and grammar. These errors often impede the communicative power of the composition.

1 POOR: Your writing has errors in spelling, punctuation and grammar that are both noticeable and jarring. These errors severely impede the communicative power of the composition.

ORGANIZATIONAL MODEL 23B-2
KEY QUESTION MODEL


Openers
The Need for a Global Perspective
Global Diversity
Perspectives on Quality of Life
WHAT FACTORS INFLUENCE PEOPLE'S PERSPECTIVES ON QUALITY OF LIFE?
Influences from within a nation (Themes I: Objective b Theme II: Objective b)
Influences through global interdependence (Theme II: Objectives a,b,c)
To improve quality of life, what factors must be considered
(Theme II: Objective d)
Concluding Issue/Question

Model Description: Key Question Model

This model focuses on key questions related to the concept of quality of life.

In the openers to the topic, a rationale for looking at global issues will be developed. Students will recognize that they are not only citizens of a nation, but also of the world. They will be introduced to the concept of interdependence, recognizing that decisions and actions taken in one part of the world have effects in other parts of the world. Students, through a brief overview of the world, will also recognize the geographic, political, economic, cultural and social diversity of the world. To conclude the openers, students will examine the concept of quality of life. After defining quality of life from their own viewpoints, students will compare these with those of people from other nations to conclude that there are differing perspectives on quality of life. This leads into the development of one of the key questions of the topic: "What factors influence people's perspectives on quality of life?"

Through a brief comparative study of countries from Africa, Asia and the Americas, students will gain an understanding of various factors within a society that influence quality of life. Then study will focus on how the interdependence of nations and peoples influences quality of life. Within the larger question, there are many opportunities to develop inquiry strategies for problem solving and decision making. For example, in studying environmental pollution and restoration, students might examine questions such as "Should the Canadian government implement a new tax on fossil fuels to encourage conservation and to fund research into cleaner energy forms?" or "What measures could be taken locally to reduce the amount of waste and garbage?" Teachers could also develop the issue "To what extent should our concept of quality of life be used as measure of quality of life in other nations?" as a conclusion to this section.

Students will next examine the question: "To improve quality of life, what factors must be considered?" Study will focus on the various strategies that individuals or groups may take to improve quality of life. Students will be encouraged to evaluate these strategies.

To conclude the topic, students will focus on a question/issue that examines the personal involvement of individuals in global issues: "How can individuals or groups play a role in international issues?" or "Should we, as individuals, share the responsibility for meeting the social and economic needs of other people?"

Activity 1 (Opener): Developing a Global Perspective

OVERVIEW

This activity is designed as one of a series of openers whose purpose is to develop a rationale for students to examine the global issues that form the content of Topic B. Although these issues are often in the news, for many students global situations seem very removed from their lives. The purpose of this activity is to encourage students to recognize the need to expand their perspectives and to see themselves as part of a global "community," as well as to identify some of the issues that will be studied in the unit.

Students begin by considering their personal concerns. Then, through a categorizing and graphing activity students will recognize that many of our concerns focus on "here and now" problems. Through discussion students then will speculate on the factors that influence an individual's perspectives and the possible consequences or dangers of having too narrow a focus. Students are then asked to brainstorm a list of "global" concerns and offer comments on how these relate to the lives of "average" Canadians. Follow-up may involve the design of a symbolic logo for one of the global issues or the collection of newspaper or magazine articles for files, scrapbooks or classroom bulletin boards.

Besides interpreting data from a graph, students will also practise participation skills in contributing to a class discussion. As well, students will develop their creative thinking and visual communication skills by designing a symbolic logo. In presenting their design and explaining its symbolism to the class, they will practise oral communication skills.

Students will also be encouraged to develop positive attitudes such as an interest in current international issues and an appreciation that responsible world citizenship includes recognizing the interdependent nature of the world.

PROCEDURE

1. Students are asked to list 20 concerns, worries or problems that have occupied their attention in any way in the last few days. The teacher should avoid giving examples because this might influence students' mind set. After a few minutes, expand the time frame to the last few weeks or months.

   Make sure that students realize that the list is confidential—no one else will see it.

2. After students have at least 20 items or more on their lists, have them classify each item on their list in the following categories.

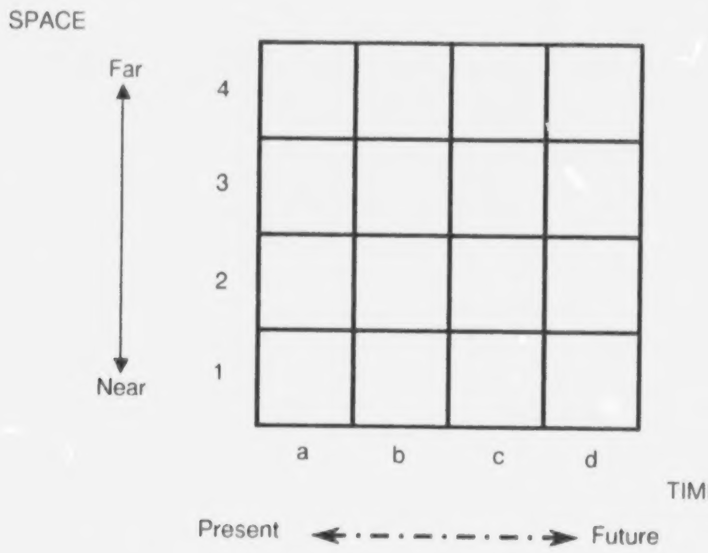
   SPACE: In the margin beside the item write number:
   (1) if the concern deals with FAMILY and SELF
   (2) if the concern deals with SCHOOL, COMMUNITY, CITY
   (3) if the concern deals with REGION, COUNTRY
   (4) if the concern deals with the WORLD

   TIME: In the margin beside the item write the letter:
   (a) if the concern is already over or will be in the next few WEEKS
   (b) if the concern will be over in the next few YEARS
   (c) if the concern will be over in your LIFETIME
   (d) if the concern will be over in your CHILDREN'S LIFETIME

   Thus, each item on the student's list should have both a number and letter beside it.

3. To speed collation of the class results, have students move into groups of four or five with one student appointed as the recorder. Groups tally the number of a1, a2, a3...b1, b2...c1...d1...items they have and the recorder writes down the group total in each category.

   When the groups finish their tally, the recorder comes to the overhead or blackboard to record their tally through dots on a scattergram graph:



4. In a directed discussion the following questions are used:

   a) What conclusions can you draw from this graph about our perspectives?

   b) Do you think a random population sample would produce similar results? Why or why not?

   c) Why are most people's concerns of a "here and now" nature?

   d) What things influence people's different levels of concern? (The teacher might suggest some examples drawn from current events or personal experience.) For example, recent surveys show a lack of concern among teenagers about such sexually transmitted diseases as AIDS. Why might this not be of immediate concern? OR if someone is worried about whether their family will be evicted from their home, how concerned will they be about a unit test in social studies that will happen in two weeks?

      Students should recognize that it is natural for most people to focus on personal immediate problems before they consider impersonal future problems.

   e) Are there any dangers in limiting your perspective to too small an area? (Again, the teacher might stimulate discussion by providing examples drawn from students' experience and then expanding to more global examples. For example, a student in Grade 12 decides he or she wants to enter a program after high school, but then realizes he/she hasn't taken the prerequisite course in Grades 10, 11.) Students then provide further examples of times when they focused on a small area, only to have those efforts disappointed by an outside force. Regional, national and global examples should then be developed.

   f) What are some things happening in the world now that have or could have an impact on our lives?

   g) Why is it important to know about these events issues?

   h) What are some of the problems concerns that would be located in quadrants D3, D4?

5. Students work in small groups to brainstorm a list of "global issues."

   These should be collated with other groups to compile a master class list.

6. Suggested follow-up activities:

   a) Ask students to bring to class a clipping of a recent newspaper or magazine article related to one of the issues the class has identified.

      Students give a brief oral summary of the article to the class and suggest questions that the article raises. These articles are then put up on a bulletin board under a heading for the appropriate issues, or placed in a file for students to use later in the unit research.

      This can also be developed as a scrapbook activity (see *Teacher Resource Manual*, Social Studies 10 Topic A Model 2 for suggestions).

   b) Ask students to design a logo suitable for a poster or button, that symbolizes one of the issues they have identified.

      To assist students, provide examples of logos used in business, etc., and have students discuss the symbolism and design qualities of effective logos. For example, the logo of the Amnesty International Human Rights Now Tour (clenched fist breaking free of a shackle) might be used.

      After students have created their logos, they present these to the class and explain the symbolism they have used. This has the advantage of providing the teacher with some knowledge of how informed students are about global issues.

EVALUATION: Much of this activity does not lend itself to formal evaluation. However, if students complete the logo assignment, they could complete a self-evaluation to hand in after their oral presentation with their completed logo. The teacher could also complete an evaluation and meet with the students to discuss any great variations in their evaluations.

PROJECT EVALUATION FORM

Name: ______________________

	Student	Teacher
Criteria:	1 2 3 4	1 2 3 4
1. Choice of symbol shows an understanding of the issue	0 1 2	0 1 2
2. Evidence of originality and creativity in the design	0 1 2	0 1 2
3. Neatness and attractiveness of the finished product	0 1 2	0 1 2
4. Clarity of oral presentation (clear voice, prepared...)	0 1 2	0 1 2
	/10	/10
COMBINED TOTAL	/20	

Activity 2: Previewing a Textbook

OVERVIEW

To foster students' success, "study skills" should be taught, modelled and reinforced throughout the course. This activity is designed to directly review skills in reading a text. It would be best used immediately after the opening activities in the course. Students preview their textbook, identifying the possible information and resources contained in it and how these may be helpful to them. In doing so, students will also get an overview of the course content, while practising and reinforcing skills used to locate and organize information. This activity can be extended with a review of or instruction in note-taking methods.

PROCEDURE

1. Begin by giving students a checklist of the parts of a textbook, such as the following:

CHECKLIST FOR PREVIEWING A TEXTBOOK

1. Title:
   a) What is the title of the text?
   b) Is there a subtitle?
   c) What does the title tell you about the kinds of topics this book will cover?
2. Front of Text:
   a) Which of the following are included in the text?
      - Preface
      - Foreword
      - Introduction
      - To the Student

   b) Look at the Table of Contents. List four topics this text will cover.
3. Back of Text:
   Which of the following are included in the text?
   a) Bibliography
   b) Epilogue
   c) Glossary
   d) Index
   e) Appendix
4. Sample Chapter — look at one chapter in the text.
   Which of the following are included in each chapter?
   a) Headings — list three
   b) Introduction
   c) Objectives for the chapter
   d) Summary or conclusion
   e) Exercises or review questions
   f) Vocabulary identified
   g) Charts, graphs, pictures, etc.
   h) Words in italics, boldface type, highlighted sections (if so, what are these techniques used to indicate?)

2. After students complete their preview, focus discussion on why various features are in the text and what possible help or use they could be to the student. Discussion should conclude with students identifying several ways in which the text can help them personally.

   Students should also offer comments on whether they think the text is a good choice, explaining their reasons, and whether they think it will be helpful to students.

3. Follow this activity with a review of good note-taking techniques, using the text as the basis for the notes.

4. Throughout the course reinforce the use of previewing/surveying as students use individual chapters in the text.

EVALUATION: Informally evaluate the accuracy of students' preview work sheets.

Activity 3: Relationships Among Factors Influencing Quality of Life (Graphing)

OVERVIEW

The purpose of this activity is to have students identify the diversity and disparity in certain factors related to quality of life, identify the relationships/correlations among these factors and hypothesize about the reasons for these relationships.

Students complete a series of bar graphs based on information from maps and tables about social conditions in a selected cross-section of countries. They are then asked to note any patterns or relationships and to speculate on why these relationships might exist.

Through this activity, skills in locating, organizing and interpreting information, as well as skills in presenting information in graphs, will be highlighted. Students will also develop skills in the analysis and synthesis of information by identifying correlations, making generalizations and hypothesizing. Students will also be encouraged to appreciate the diversity that exists in the world and the differing perspectives on quality of life.

PROCEDURE

1. Begin with a brief review of the basic types of graphs (pie/circle, line or bar) and the purpose for which each is most suitable. This review should also include comments on the mechanics or conventions of constructing graphs (title, source of data, neatness, etc.).

2. Ask students to use bar graphs to compare various statistics about living conditions in five countries.

   In selecting the countries, try to get a cross-section of the world. You might broaden the sample analysed in the class by giving students different nations: for example, five students might complete bar graphs on Canada, Ivory Coast, Pakistan, North Korea, Peru; another five could look at Hungary, Ecuador, China, Saudi Arabia, Kenya, etc.

   Factors to graph might include:

   - infant mortality
   - life expectancy
   - medical care (doctors, nurses, midwives per 100,000)
   - literacy rates
   - percent of population with safe water
   - birth rate
   - rate of natural increase
   - food intake
   - % urban population.

   Any current maps or statistical tables can be used as sources of information.

3. Once students have completed their graphs, ask them to identify patterns and relationships they have noticed. It may be necessary for the teacher to model this or facilitate this by asking questions. For example:

   - Compare the graphs you completed for infant mortality and literacy rates (two pieces of data).
   - What country on your graph had the lowest rate of infant mortality? Was the literacy rate for that country low or high?
   - What correlation can you make?

- Ask another student to verify this relationship using another example.
- When you compare this relationship with x urban population figures, do you notice any other pattern? (Students are now asked to look at three pieces of data.)

If students make graphs on different sets of countries, it would be a good idea to have them work in small groups to verify their generalizations.

4. The students or teacher should write the generalizations the students have made on the board or overhead to summarize the patterns they have observed.

5. Working individually or as part of a group, students speculate on why the relationships they noticed exist. The teacher might introduce this by asking, for example, "Why do you think that in countries with a low infant mortality rate, a high percentage of the people have gone to school?" Orally or in writing, students form their own hypotheses.

The activity concludes with a discussion of how various aspects of quality of life are interrelated. Students might speculate on what would happen to various factors given "what if" situations, such as increasing pollution in industrialized countries.

EVALUATION: Formally evaluate the accuracy of students' bar graphs, their generalizations and their hypotheses.

Activity 4: The Effect of Environmental Situations on Quality of Life (Learning Stations)

OVERVIEW

In this activity, students will select TWO from a number of learning stations based on various environmental issues. Through the core tasks in each station, students will explore the nature and extent of the selected environmental issue, its effect on quality of life, the causes of the problem and alternative solutions to the problem. Through optional tasks in each station, students will also have the opportunity to enrich or apply their knowledge of the problem.

Through these stations, students will be practising many process skills, especially in the interpretation, analysis and synthesis of information. Each station might also include an activity that directly addresses the development of a diagnosed skill weakness. For example, the station might include instruction and practice in the identification of relationships among data presented in graphs, charts and tables. Because the stations involve the evaluation of various proposed solutions, students will also develop skills in critical thinking by judging the desirability and feasibility of these solutions. Creative thinking may also be enhanced by having students develop their own solutions to the problems studied or their own projects as optional tasks to complete. In completing their choice of the optional tasks, students will also practise their communication skills in presenting their findings. By selecting from a variety of resources and approaches, students will also be developing independent work habits.

Positive attitudes, such as an appreciation that there are varied approaches to the resolution of global issues and an interest in current international issues, will be encouraged.

While the original creation of learning stations demands a high degree of teacher time, these have a number of advantages. Learning stations:

- provide opportunities for individual learning styles and preferences
- help students develop the attitudes and skills of independent learning
- increase student motivation by providing more freedom of choice
- give the teacher more opportunities to teach individuals (through individual conferences or checks of student work) and small groups (through tutorials, for example)
- allow for more self-evaluation and self-checks by students
- develop "renewing" resources in stations by including students' work from optional tasks.

One strategy to reduce the amount of time spent developing a number of stations is to do this cooperatively with other teachers or the teacher-librarian.

Note: The following procedure does not model a complete station since that will depend on the resources available, as well as on the needs of the students. Rather, it provides some guidelines for the development of learning stations, as well as some sample tasks.

Possible Station Topics:

- deforestation
- desertification
- soil erosion/degradation
- environmental pollution – acid rain
- environmental pollution – the greenhouse effect
- environmental pollution – toxic waste
- environmental pollution – garbage disposal

STEPS IN THE DEVELOPMENT OF A STATION

1. Prepare a rough plan:

   a) Identify the knowledge, skills and attitude objectives of the station.
   b) Collect and assess resource materials. Try to provide for a wide range of learning styles here, by using:

      - pictures
      - posters
      - filmstrips
      - films
      - reference books
      - films/videos
      - brochures/pamphlets
      - maps, diagrams, tables, graphs
      - textbook
      - articles from magazines or newspapers
      - cartoons.

   The Canadian International Development Agency and United Nations organizations are valuable sources of current information.

   Insight, a catalogue of films on international development has been compiled by CIDA and the National Film Board.

   As well, efforts should be made to include materials that describe the environmental problem in both developed and developing countries. For example, for deforestation both tropical and temperate forests should be examined or for desertification both Mali and the Palliser Triangle can be used as illustrations.

   The station might also include suggestions for obtaining additional resources.

   c) Brainstorm ideas for the core and optional activities within the station.
   d) Sketch a rough layout for the station.

2. Prepare the station:

   a) Develop clear-cut goals for the students. These should be posted prominantly in the station and identified in any student instruction handouts.

      For example:
      On completion of this station, you should be able to:

      - describe what deforestation is and identify areas of the world where this is a concern
      - describe and explain the causes of deforestation
      - explain the effects of deforestation on quality of life now and possible future effects
      - explain and evaluate various solutions to deforestation.

   b) Develop specific instructions for the core and optional tasks:

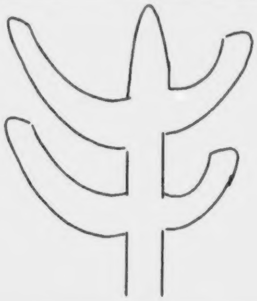
      - These tasks might be on a series of individual cards or on a handout that students can keep.

- Core (required) tasks and optional tasks should be clearly identified by labels, colour-coding, etc.
- The instructions should allow students to use varied sources based on personal preferences and to express the content information in varied forms.
- Attention should be given to the clarity of the instructions. There should be a limited number of tasks; resource materials should be clearly identified; and students should be able to start work without teacher assistance.
- Attention should also be given to the attractiveness of the cards or handouts. Teachers might use lettering, colour, design, cartoons, etc., to enhance the appearance of the instructions. This can also be done through the optional tasks of students.

Note: Students should complete only one optional task from either of the stations. The second optional task can be a bonus project if desired.

Sample core tasks:

Focus on the problem:

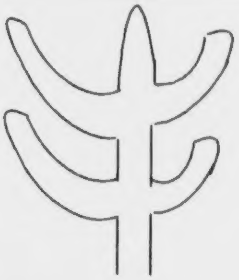


Desertification

Materials: atlas, *Canada and the World* blank outline world map

1. Using the maps for annual precipitation (p. 121) and vegetation, shade in the existing deserts on the outline world map.
2. Using the map on pp. 115–116, label the countries that are likely to be affected by desertification.

Causes and effects of the problem:



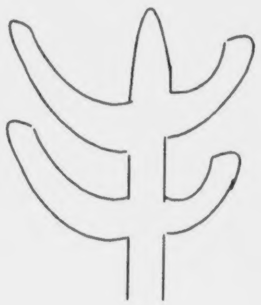
Desertification

Materials: chapter______ in text__________
film ______________________
film ______________________
filmstrip___________________
article ____________________

1. Select any TWO of the resources listed above. As you read or view make rough notes in answer to the questions below:
   a) What are the major causes of desertification?
   b) How is the quality of life of people in these areas affected?
2. After you have collected your information, organize it by constructing EITHER
   - a webbing diagram, or
   - a chart.
3. Bring your completed diagram or chart to the teacher for credit.

Solutions to the problem:

Desertification



Materials: folders on selected nations

1. Refer to the map of desert areas you constructed in Step 1 of "Focus on the Problem."
2. Select one nation that is affected by desertification.
3. Skim the materials in the folder on that nation to prepare a list of solutions used or proposed.

   For each solution you describe, comment on:

   - the advantages of the method used
   - the disadvantages of the method used
   - how effective the method seems to be (this should also include any reasons why the method is successful or unsuccessful).

4. Arrange a group of three or four with other station members who studied solutions used in other nations.

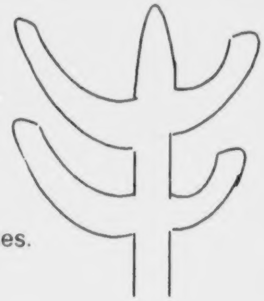
   Share the information you have gathered.

5. What conclusions can you reach about the most successful method(s) being used currently to restore desert areas?

   Write your conclusions in a paragraph. Be sure to include specific examples from the nations you and your group looked at.

6. Bring your completed paragraph to the teacher for evaluation.

Optional



Desertification

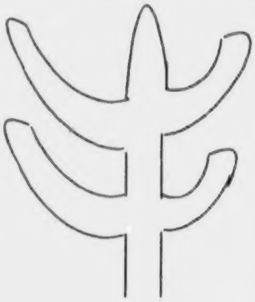
Write a letter to the embassy of the country you researched for solutions asking for information on current projects to halt the spread of deserts.

The ______________________ Almanac has the addresses for embassies.

Use *The Communications Handbook*, p. 124 for a model of a letter.

Before sending your letter, have a classmate edit it and initial the rough draft. Then bring your letter to the teacher for a final edit, then proofread it.

Optional

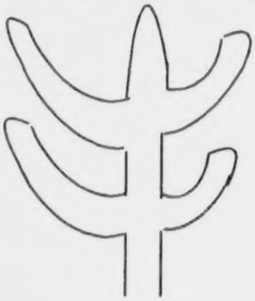


Deforestation

From the material in the station, list all the uses for trees that you can think of.

Present this list in a visual format, perhaps titled "The Value of Trees."

Optional



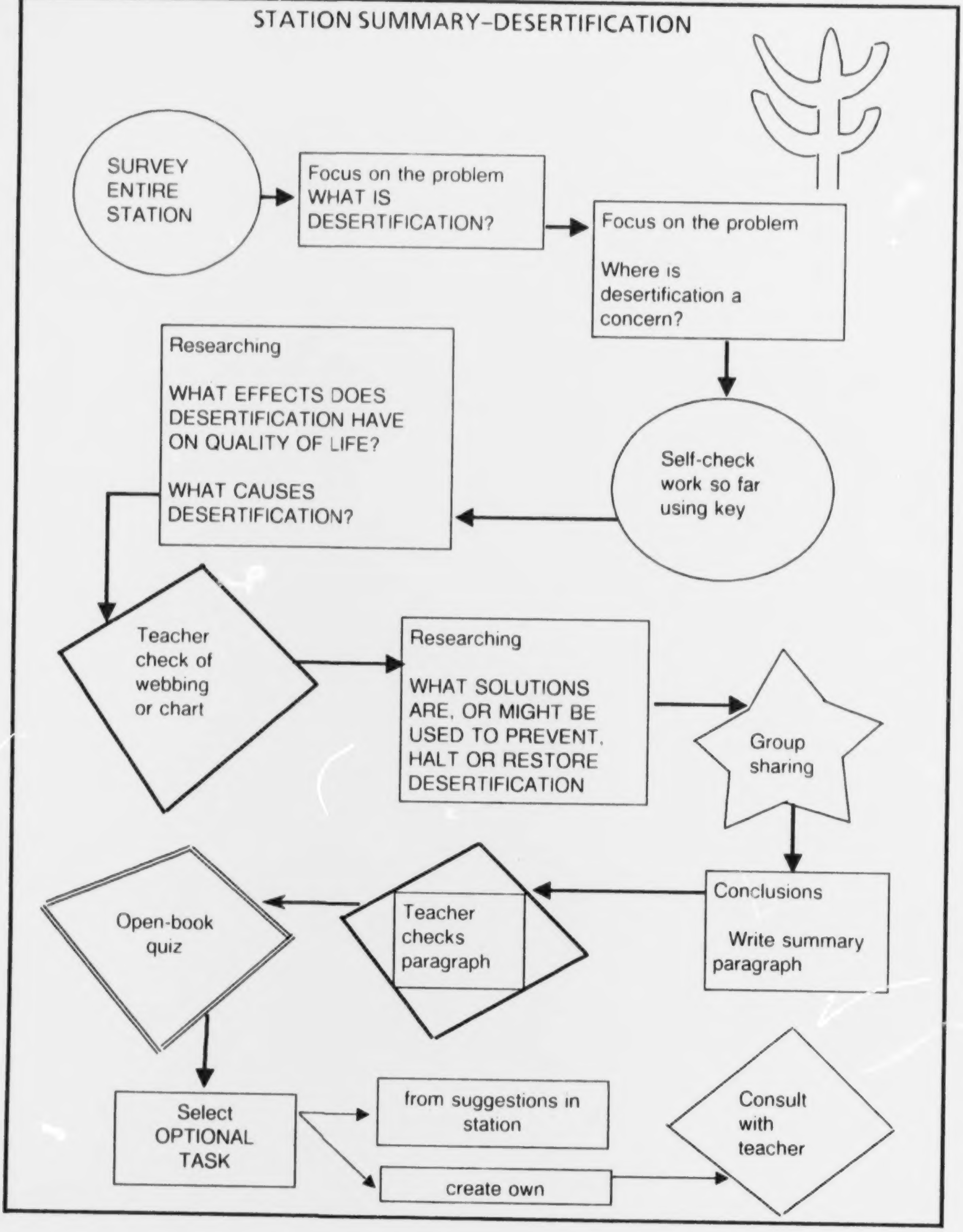
Environmental Pollution — Greenhouse Effect

Make a list of all the articles you can find in or around your home that use CFCs (chlorofluorocarbons).

Organize your list into two categories: necessary and convenient.

Present your findings in any format you consider appropriate. Consult with the teacher.

c) Prepare a summary "Things to Do" list or flow chart to post in the station. For example:



STATION SUMMARY–DESERTIFICATION

SURVEY ENTIRE STATION
Focus on the problem WHAT IS DESERTIFICATION?
Focus on the problem Where is desertification a concern?
Self-check work so far using key
Researching WHAT EFFECTS DOES DESERTIFICATION HAVE ON QUALITY OF LIFE? WHAT CAUSES DESERTIFICATION?
Teacher check of webbing or chart
Researching WHAT SOLUTIONS ARE, OR MIGHT BE USED TO PREVENT, HALT OR RESTORE DESERTIFICATION
Group sharing
Conclusions Write summary paragraph
Teacher checks paragraph
Open-book quiz
Select OPTIONAL TASK
from suggestions in station
create own
Consult with teacher

d) Collect resources and display materials, including a station title.

e) Develop necessary management systems.
These may include:

- a sign-out system for resources
- rules for the use of equipment, clean-up
- deadlines for completion of tasks
- creation of station checklists to record student work completed.

f) Developing evaluation procedures.
These may include:

- self-checking
- observation checklists of student participation and progress
- open book quizzes to encourage good note taking
- student-created contracts for optional tasks
- student evaluation of what they liked and didn't like about the station along with comments of what else might be included in the station.

g) Set up station.

PROCEDURE

The effectiveness of stations is enhanced when they are incorporated into an overall instruction plan.

1. As an introduction to the topic of the effect of the environment on quality of life, have students view a film, filmstrip or slides and/or read an article that surveys all the environmental problems examined in the stations.

   From this students would be more informed in their selection of two specific issues to examine, as well as having a general overview of all the areas.

2. Provide an outline of the stations, including the general objectives and instructions, behaviour expectations, evaluation and time allotted.

   It is recommended that each station take a maximum of three hours for completion of core tasks.

3. After students complete the stations, the follow-up might include presentations of their work on an optional task.

EVALUATION: When stations are well established, teachers are usually more free to use various forms of process evaluation. For example, teachers might use an observation checklist on student demonstration of independent work habits such as time management, organization, self-direction, etc. Teacher observations should be shared with students after the first station, so students can improve weaknesses in their second station choice.

Alternatively, students can evaluate themselves on their work habits and this can be compared with the teacher evaluation in a consultation.

Since the teacher will be engaged with many checks of individual work, there is not enough time to descriptively mark each station component. A holistic system should be used.

Some of the areas in the completion of core components should be checked or rated by the student.

STATION: Desertification Name____________________

Note: U = unsatisfactory — this is work that must be redone to receive credit
A = adequate work
S = superior work
If desired, the quality of work can be further delineated by using A + or S + ratings.

	U	A	S
Completion of Core Components			
Notes — what is desertification?			
Map — areas at risk			
Self-check			
Webbing diagram — causes and effects Chart of desertification			
Notes — solutions in selected country			
Participation in group sharing re: solutions			

Paragraph — conclusions re: solutions

TOTAL Completion Score	/30
Open-book quiz	/15
Completion of optional task	/25
Student/teacher evaluation of time management and participation	/5

Activity 5 (Closure): Assessment of Direct Aid Agencies

OVERVIEW

As a conclusion to Topic B it is important to have students consider such questions as "Should we, as individuals, share the responsibility for meeting the social and economic needs of other people?" or "how can individuals or groups play a role in international issues?" In discussing these questions, students will probably raise the provision of funding to various non-governmental agencies for international development.

In this activity, students are asked to apply the decision-making inquiry strategy, by researching such an agency and assessing its projects using a checklist of aid criteria. Students will present their findings and assessment orally to the class. After listening to the presentations, students are asked individually to decide which agencies projects they would support and to explain their reasoning. The class as a whole may decide it would like to support one or more agencies projects. If so, students should organize a plan to take action.

Through writing letters or making phone calls to gather information, presenting an oral summary report, creating a display of information and explaining their decision, student communication skills will be developed. Skills in inquiry are also highlighted, with particular emphasis on critical thinking as students evaluate a number of alternatives. Participation skills will also be developed if students work with a partner on their research and presentation. If students decide to take action to support one or more agencies, they will develop skills in social and political participation.

This activity also encourages the development of such positive attitudes as the appreciation of varied approaches to the resolution of global issues, an interest in current international issues and empathy for others.

PROCEDURE

1. Begin by bringing a class various samples of ads or direct mail brochures (collected by teacher and/or students) that ask for direct assistance from Canadians for international development projects.

   Have students volunteer the names of other agencies that ask for direct assistance.

   Discuss how individuals or groups decide whether to support an agency and how to select an organization to support. For information on foreign aid, see *World Issues in the Global Community* by Harshman & Hanneli, John Wiley & Sons Canada Ltd., 1989, pp. 61–73. For ideas on criteria and guidelines, see *Tomorrow's World: An International Development Education Program for Secondary Students*, Canadian Red Cross Society, 1982, pp. 180–188.

2. Ask students to write a letter requesting information from one agency:

   - its budget and how it is spent
   - its general philosophy and its goals for foreign aid
   - the regions of the world where it operates or spends its funds
   - examples of the types of projects it is involved in
   - its sources of funds.

   Students can select an agency individually or to save time and simplify the analysis later, they can work with a partner for this activity.

Names and addresses of these agencies can be obtained from almanacs such as *The 1988 Corpus Almanac and Canadian Source Book* under the heading "Associations and Societies — Charitable Organizations and International Relations."

3. To assist students with their letters, have them refer to a model in a Language Arts text such as *The Communications Handbook*, p.125.

   Alternatively, have the class draft an all-purpose "form" letter that students can use as a model for their own letters.

   Students should have their letter edited by another student, a parent (if possible), and the teacher before sending.

Note: Steps 1 to 3 would have to be completed about three to four weeks before students start the analysis of the information they receive, to allow time for the agencies to respond.

4. Students should review or create a list of criteria to apply to aid projects. This might be done through:

   - a guest speaker from a large organization such as the Red Cross
   - a reading from the text
   - a film or video on international aid
   - criteria previously developed in the unit when looking at various approaches to improving quality of life.

5. When students have received their information, they use the checklist they have developed to prepare an oral presentation to the class.

   This presentation should also include a recommendation from the presenters on whether they feel this organization should be supported and their reasons.

   Students could also prepare a display for the classroom of the materials they received.

6. As students listen to the reports on the various agencies, they take brief notes. A chart that uses the criteria checklist would facilitate comparison.

7. After listening to all the presentations, ask students to make a decision on that aid organization(s) they would support. This could take the form of a paragraph submitted to the teacher.

   e.g., If you had $100 to donate to agencies for international development, which one or ones of the agencies that you've heard reports about would you support? Explain your reasons.

8. Report the results of students' decisions; at this point the class may decide on further action to support one or more of the groups.

   Students might also want to arrange for a representative from the group to speak to the class, if possible.

EVALUATION: Formally evaluate students' letters of request, oral presentations and paragraphs.

SOCIAL STUDIES 33
THE CONTEMPORARY WORLD

Introduction

The Social Studies 33 course, "The Contemporary World," is appropriate for those students who require more help and alternative approaches in acquiring and developing knowledge, skills and positive attitudes. There are two topics (units) in the course; each topic receiving approximately the same amount of time. Topic A, "Political and Economic Systems," includes two themes: political systems and economic systems. Topic B, "Global Interaction in the Twentieth Century," includes three themes: interactions among nations (9191–1945), the rise of the superpowers and the emergence of the United Nations (1946–1975), and interactions in the contemporary world (1975–present). Specific process, communication and participation skills, as well as inquiry strategies, will be developed in Social Studies 23. Students will also be encouraged to develop the positive attitudes listed in the program.

As you use this teacher resource manual, you will need to refer back to the *Program of Studies* for Social Studies 13/23/33 so that planning is based on the prescribed knowledge, skill and attitude objectives.

Organizational models, opening exercises, activities for developing the topic and closing exercises are included in this section of the teacher resource manual to help you plan for instruction. The models are not sequential activities that comprise a total unit plan. Any organizational model may be used, provided that an issue and a question are included in each topic, and that the knowledge, skill and attitude objectives from the *Program of Studies* are addressed. The models and activities presented provide assistance for developing particular issues, questions, knowledge, skills and attitudes of the program. However, the exercises and strategies included in the manual are only examples that serve to illustrate various approaches to fulfilling the course objectives. They are not intended to cover all of the objectives of the program. It is assumed teachers will use other procedures and present their own activities to meet the prescribed knowledge, skill and attitude objectives.

Suggestions for Teaching Social Studies 33 Students

- Develop abstract concepts by building from a concrete, personal level to a more abstract level.
- Attempt to interest students in things that have an immediate and practical application to them and that are of personal and social importance. Try to tap areas of student experience or interest, especially in determining issues and questions for inquiry.
- Provide students with some choice in projects and assignments so they can use their strengths and talents.
- Design activities in small "chunks" to accommodate the shorter attention span of some students.
- Provide a great deal of positive reinforcement, praise and constructive criticism to help build self-esteem.
- Encourage discussion, including class discussion and small group interaction. Students seem to require a great deal of "talk" to enhance understanding.
- Employ a wide variety of evaluation techniques (e.g., participation, short paragraphs, debates, group work).

- Focus on skill development by providing explicit instruction and by modelling skills to be developed.
- Provide a great variety of instruction strategies, including audio-visual materials, so students will visualize their learning.

The models and exercises, together with evaluation components, learning resources, and skill development chart and other information in the appendices, will help you achieve the Social Studies 33 objectives.

SOCIAL STUDIES 33: TOPIC A
POLITICAL AND ECONOMIC SYSTEMS

The materials for this topic include two models for organizing the topic along with several exercises and activities to develop the content. The two organizers present a general framework for approaching Topic A and are intended as examples of how to arrange the topic for instruction. The exercises following each model are designed to illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 33, Topic A.

Specific instructions accompany the exercises and activities so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning task, the learning environment and your teaching style.

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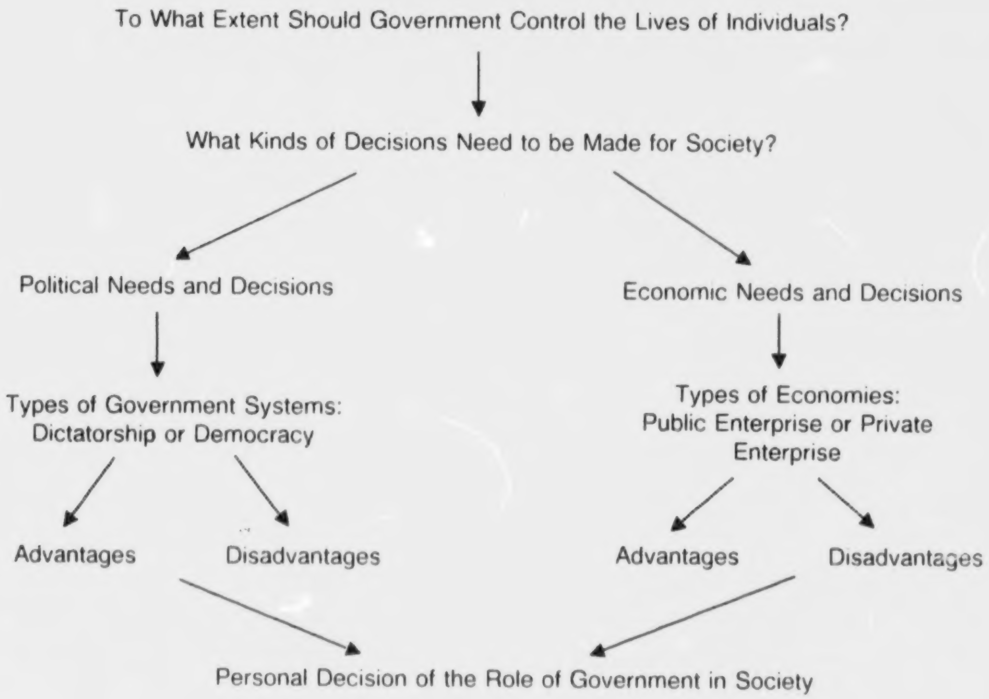
ORGANIZATIONAL MODEL 33A-1
THEMATIC INQUIRY MODEL


To What Extent Should Government Control the Lives of Individuals?
What Kinds of Decisions Need to be Made for Society?
Political Needs and Decisions
Economic Needs and Decisions
Types of Government Systems: Dictatorship or Democracy
Types of Economies: Public Enterprise or Private Enterprise
Advantages
Disadvantages
Advantages
Disadvantages
Personal Decision of the Role of Government in Society

Model Description: Thematic Inquiry Model

This model uses two structures for defining what the role of government is in society. The first structure is the idea that as a society, we must make decisions on the type of government that we want and the type of economic structure that we need. This leads to the second key concept, which is the idea that we all have a personal view of what government should be and what it is in our lives.

Students will first examine the need for government and decision making in our world today. They will then move to an examination of the types of political systems that operate in both theory and in practice. Having completed this they should have the background knowledge to allow them to make an evaluation of these systems by doing a brief comparative study of several major political systems. The final segment of this issue will be an exploration of the students' personal definition of the role of government in their lives.

After completing the political segment of this theme, the students will examine the economic aspect of this topic. Students will first discuss the choices that are made in consideration of individual wants and needs, taking into consideration the limits of our resources. They will examine economic systems to determine how needs have been met by various systems in theory. The students then complete an evaluation of alternative economic systems before deciding how they feel an economic system should benefit them personally.

In conclusion, although this looks at political and economic systems separately, we recognize that they are not necessarily separate and the closing activity attempts to pull them back together.

ACTIVITY 1 (Opener): Defining the Need For Government

OVERVIEW

This activity serves as a focus for discussion. It is designed to encourage students to raise questions about the unit of study and create an interest in it. In addition to creating interest in the topic it also serves as a vehicle for group discussion and interaction. It allows students an opportunity to present their views, attitudes and beliefs in a non-threatening environment.

As a class moves from brainstorming to an attempt to organize the information given by the class, process skills will be used.

The final activity is a group effort in which they will be required to discuss the questions given and then share their ideas with others in their group. This will help develop their process as well as participatory skills.

PROCEDURE

1. Introduce the topic with a cartoon about government or the need for government. By asking specific questions about the cartoon, the teacher can focus the class on the issue to be examined. Questions can refer to the vocabulary used in the cartoon, what is being said in the cartoon and the point of view of the cartoonist.

2. The teacher should now introduce the topic of study, political and economic systems, and by building on the cartoon responses create a class definition of government. The class should now use brainstorming techniques to determine why we need government. The class should be reminded of the purpose of brainstorming and the rules that apply.

3. After listing all their ideas on the board have the students categorize their ideas under two headings: political and economic. It may be appropriate to help them understand what we mean by political and economic categories. A simple illustration will help guide them to those two headings.

4. As a final activity for the class have the students divide themselves into groups of three. This is often a good group size when the class is unfamiliar with each other. A worksheet of general questions on government should be used for further concept definition and as a means of sharing attitudes. A sample is attached.

5. After a limited time call the class back into the large group and have each group answer one of the questions on the sheet for the class.

6. To conclude this opener the teacher should present the class with a brief overview of the topic of study so the class will understand the direction they will be moving in and the intent of the unit.

   a) An examination of political and economic systems.
   b) Examples of those political and economic systems today.
   c) An evaluation of the systems.
   d) Development of a personal definition of the role of government in society.

   At this point the only evaluation would be for the teacher to assess the knowledge and understanding of students. For the teacher the evaluation could be in terms of how successful the opener was in raising the concepts and issues.

SAMPLE WORKSHEET: WHAT IS GOVERNMENT?

As a group complete the following questions to the best of your ability. Be prepared to present your answers to the class.

1. Give an example of a group or organization within your:
    - (a) school
    - (b) community
    - (c) province
2. Give an example of a group or organization that makes rules.
3. Give an example of the rules that the group organization makes.
4. What services should government provide? Why?
5. Describe the decision making structure in your family.
    - (a) Who makes the decisions?
    - (b) Whom do you prefer to ask for something?

Activity 2: Comparison of Ideologies

OVERVIEW

The purpose of this activity is to give students an opportunity to briefly examine several different ideas about government and economics. By looking at two opposing philosophies they will have an opportunity to compare their ideas and beliefs with those that have been stated. There will be opportunities for them to use both creative and critical thinking skills to identify and examine four viewpoints and apply this information to a present-day situation.

PROCEDURE

1. Write the word "ideology" on the board. As a class, build a working definition of the word ideology. Have the students give examples of different beliefs in various areas today.

   e.g., their family
   school
   government
   companies like Safeway or McDonald's

   Discuss as a class whether these are like ideologies.

2. Next, students will read each of the brief outlines on individuals who have had powerful ideas that have influenced the different political and economic thinkers. The teacher could then highlight the main ideas and clarify any items or language that is not clear for students.

3. Working on their own, students would then answer the questions that accompany each of the readings.

4. The teacher might go over the student responses in class helping students create a set of summative notes on the topic.

5. As a concluding activity the teacher could have the class build their own political ideology for the classroom, taking into consideration the values and beliefs students in a classroom should have. Some ideas such as effort, attendance and sharing may develop.

EVALUATION:
- Students' responses to the questions could be marked
- A summative generalization or paragraph could be developed.

SAMPLE READING AND QUESTIONS: COMPARISON OF TWO POLITICAL THINKERS

Description:

Locke and Hobbes were both Englishmen and political thinkers. Some of their views were used to justify certain political theories and systems. This is often the basis for an "ideology" or a system of beliefs and ideas.

Locke and Hobbes both looked at the idea of human nature. One idea was that human nature was bad. The other idea was that people are basically good.

Hobbes Believed:	Locke Believed:
- people are basically bad.	- people are basically good.
- people take advantage of others.	- in individual rights, property, life, liberty and limited government.
- people need to be controlled (ruled).	- everyone is free and equal.
- the only way an agreement can last is with power, which must be given to one man or an assembly of men.	- if government doesn't protect people or property then people can get rid of government.
- people need a strong government to control them.	

For Further Thought:

1. Whom do you agree with, Locke or Hobbes? Explain.
2. Does Canada's government generally follow the ideas of Locke or Hobbes? Explain.
3. Do school organizations follow the ideas of Locke or Hobbes? Explain.
4. Which of the political thinkers do you feel has a more:
   a) negative view of man?
   b) positive view?

   Which do you feel is right?
5. Which of the political thinkers would feel that man is:
   a) self centred and lazy, but resourceful in a difficult situation ______________________.
   b) kind and generous, but needs structure for organized activity to take place ____________.

SAMPLE READING AND QUESTIONS: COMPARISON OF TWO POLITICAL THINKERS

Description:

Marx was a nineteenth-century German philosopher who spent most of his life in England. His study of the Industrial Revolution made him decide that behaviour was determined by economic factors, but he also believed that man always had the power to act to change his social environment.

Adam Smith was an early writer from Scotland. He was influenced by the writings of other philosophers. He believed that people were free to do what they want, but money often influenced their decisions. His book *Wealth of Nations* explains and defends his ideas.

Marx Believed:	Smith Believed:
– people should be equal.	– each person has his own self-interest at heart.
– a society in which a person's social class is determined by how much money she he makes is wrong.	– people should be rewarded for their efforts.
– in every society there have been "haves" and "have nots."	– society will benefit most when the individual is given complete freedom to make economic decisions.
– how a society meets the needs of people is important.	– government should leave business alone.
– the way society is going to meet its economic goals will determine its beliefs and government.	– what will be produced will be influenced by the will of consumers.

For Further Thought:

1. Whom do you agree with, Marx or Smith? Explain.
2. How would Marx and Smith feel about the Canadian government:
   a) cutting back the VIA Rail service because of lack of money?
   b) owning a railway like CN?
   c) subsidizing farmers because of low wheat prices?
3. Which of these economic thinkers would you consider:
   a) Socialist ______________________
   b) Capitalist ______________________
4. Which of the economic thinkers would agree with the following statements:
   a) There should be no individual ownership of land. ______________________
   b) The government should own all the means of transportation. ______________________
   c) Each person is responsible for his or her own well being. ______________________

Activity 3: Pure Direct Democracy and Representative Democracy

OVERVIEW

The intent of this activity is to present students with information about "pure direct democracy" and "representative democracy" and then allow them to use that information to suggest how society might be improved. This will allow them to come up with their own personal and creative solution to share with the class.

Giving the students background information will help them analyse and synthesize the data in the activity. They could then apply that information to their own experience which would further reinforce the concepts.

By asking for an evaluation of the effectiveness of this example you would help the students interpret the data as well as look at its feasibility and desirability.

The concluding activity provides an opportunity for the students to not only exercise their creativity but to also have input into making their world more positive. By sharing their efforts with others in the class, they are learning not only to communicate with others but to participate in a creative manner as well.

PROCEDURE

1. The teacher will direct this portion of the activity but allow for students' input to the lesson. Begin by discussing justification for democracy. They may include reasons such as: provides freedom, sensitive to the will of the people, etc. Next, outline the characteristics of a pure direct democracy. i.e. people rule in all aspects, freedom of discussion, etc.

   Representative democracy would be the next consideration building on the information already given. By asking the class to anticipate problems with this system they may be able to develop a class explanation of representative democracy.

2. The teacher will next list the techniques used in a representative democracy and ask the students to explain each technique and give a Canadian example if possible.
   e.g. periodic elections—elections occurring at regular intervals—in Canada must occur every five years.

3. The class should now look at how effective representative government is. The students should make a list of the situations they feel make representative government effective and ineffective. Once their ideas are in the two categories, have them move into groups to develop solutions to the problems of ineffectiveness. They could perhaps do this in chart form.

Effectiveness of Representative Government		
Situation	Solution Required	Explanation
Voter Apathy	Yes	need to encourage people to vote by fining those who don't

4. The concluding activity for this theme would be designing a poster. The purpose of the poster would be to promote a change that would make some aspect of our society more democratic. The criteria would be:
   - greater participation
   - greater equality
   - protection of rights

   Each student would be given time to develop their ideas and create the poster. These would then be posted around the classroom for others to see. Some ideas may be student involvement in education decision making, rights of minority groups or senate reform.

EVALUATION: The activity could be evaluated informally by the quality of the responses. A formal evaluation could be made of the posters using a modified version of the following form.

EVALUATION: Poster Design

	Exc 5	Good 4	Sat 3	Fair 2	Poor 1
Creativity					
Clarity of Ideas					
Attention to the Concept					
Effort or quality of presentation					

Comments: Total: 20

Activity 4: Economic Systems Summary Chart

OVERVIEW

This activity is designed to allow students a medium through which they can identify various characteristics of the two economic models: public and private enterprise. It allows them to examine the relationship between the two systems and provides them with a means of evaluation of these systems.

By using a retrieval chart students will develop process skills that will permit them to interpret information and organize that information in a formal manner. As well, students will be expected to summarize material and evaluate the desirability of the system. Students will be expected to use communication skills to present the information.

PROCEDURE

1. The teacher should begin with a brief outline of the common problems facing all societies, that of what to produce, how to produce it and for whom (distribution). This outline should also include a brief review of the resource available (land, labour and capital).

2. Students are asked to complete the following retrieval chart; information for this assignment may be obtained from:

   - "An Introduction to Capitalism, Socialism and Communism" 1985 National Geographic Society – Filmstrip
   - Encyclopedias available in the school library
   - Canada & the World – Backgrounder to Economics Supplement.

	Private Enterprise	**Public Enterprise**
1. Definition		
2. Other Names		
3. Economic Decision		
a) What to produce?		
b) How to produce it?		
c) Who gets what?		
d) Who decides?		
4. Advantages		
5. Disadvantages		

3. Once students have completed their charts, they are asked to identify major differences between the two systems.

4. At this point the teacher should summarize the differences the class has noticed into a class set of notes on these two systems.

5. To conclude lesson the teacher and class could discuss to what degree Canada's system has elements of each of public and private enterprise. Some discussion could centre on our economy. The teacher could refer to how basic economic questions are answered in the Canadian system.

EVALUATION: Students could be evaluated on the accuracy and completeness of information in their retrieval charts. They may also be evaluated informally on the basis of their understanding of the differences between the two systems.

Activity 5 (Closure): Political and Economic Analyst Report

OVERVIEW

The purpose of this activity is to refocus the students' attention on the role of government in society. This allows them to reach their own conclusions and express them in a concise but personal manner.

By giving the students a new situation they are expected to use the information and learning they have acquired to come to a decision on the role of government that they see best fits their views and interests.

This activity should assist students in developing an appreciation for other viewpoints as well as a willingness to consider a variety of options on an issue before making a decision.

By presenting this information in a newshour format the students will develop participation and communication skills to express their viewpoints.

PROCEDURE

1. The teacher will explain to the class that they are commentators for a local television station in a fictional country. Students will be given a list of information about a country's political and economic situation and told that this country has recently undergone a revolution. They must decide which political and economic system would best fit the country.
2. After allowing students time to read the information and ask questions about the information and assignments, they will be expected to decide on the political and economic system that would best suit the country and give an explanation as to why (justification).
3. After allowing time to complete this task, the students will then be expected to present their decision to the news audience, giving the class a brief explanation of the best political and economic system for the country.

Background:

You are a Canadian news reporter who has just returned from Country X. You were free to travel anywhere in the country and to interview anyone. This is the information you have found.

Country X

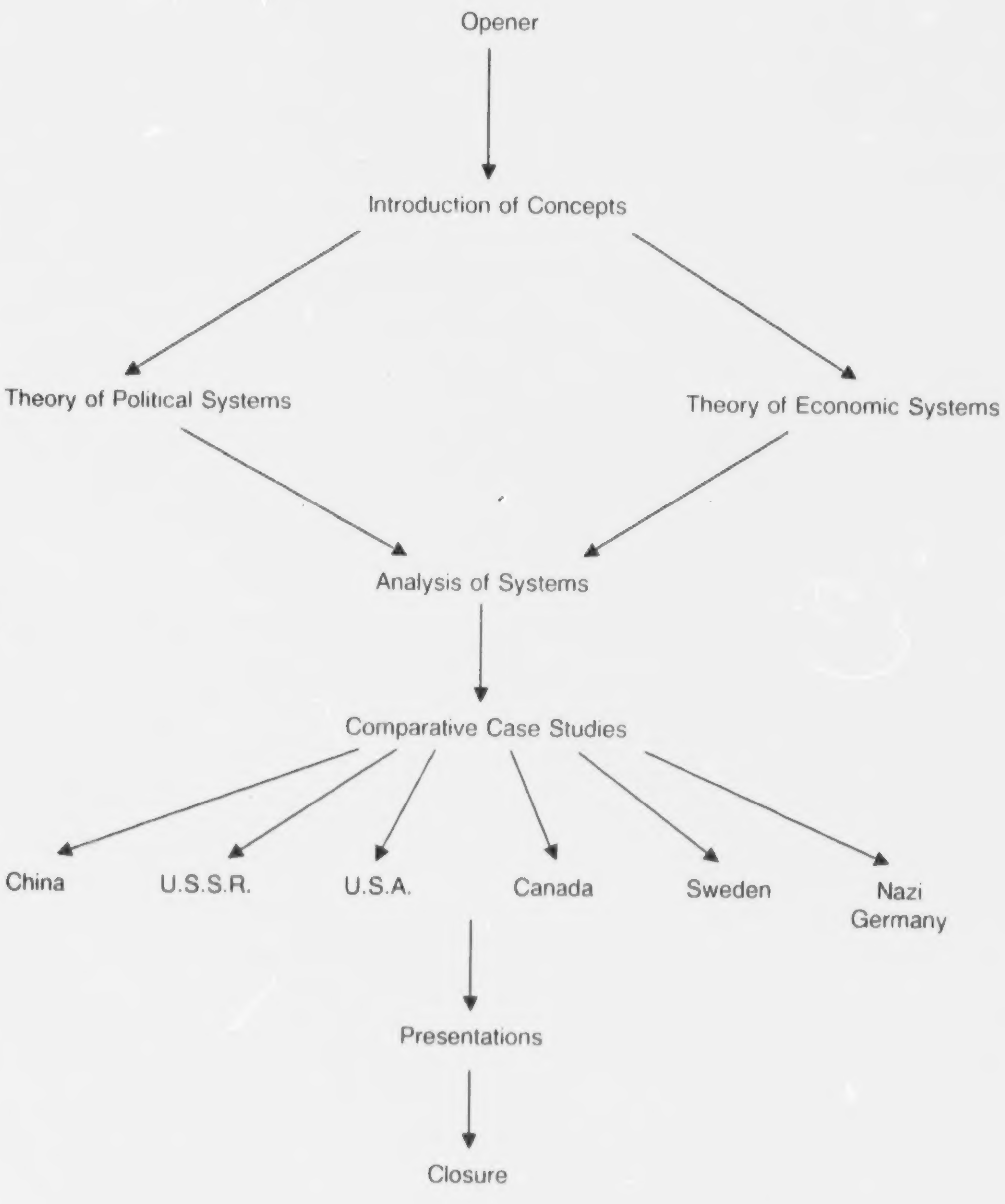
Goals
- full employment
- reasonable income equity
- reasonable standard of living (basic needs are met as well as medical care, elementary education for all children)

Factors Influencing Political and Economic Decisions

- Ethnic Diversity
- There are several cities but the capital city is the largest. There is a large gap between rich and poor with most of the urban poor living in slums without sewage and with only a community water tap. The rich live in protected areas that are patrolled. Their needs are more than met with a great deal of money and material goods.
- The rural area is inhabited by peasants but a multi-national corporation owns most of the land. The corporation rents the land to 60 percent of the peasants, who pay rent with the crops they have grown. The rest of the land is devoted to crops. Peasants work for the corporation planting and harvesting the crops. The wages are poor and provide the minimum necessities. There have been two recent deliveries of food aid consisting of wheat and canola oil.
- Before the revolution an oligarchy of the aristocracy ran the country. These are the same people who are major investors in the multi-national corporation. The good jobs usually went to members of these families.

EVALUATION: The written efforts of the students may be handed in for evaluation, looking for specifics like information, justification and creativity. The oral presentation to the class may also be evaluated using a scale similar to the oral presentation scale of 33A–2, Activity 4.

ORGANIZATIONAL MODEL 33A-2
THEORY AND PRACTICE CONCEPTUAL MODEL


Opener
Introduction of Concepts
Theory of Political Systems
Theory of Economic Systems
Analysis of Systems
Comparative Case Studies
China
U.S.S.R.
U.S.A.
Canada
Sweden
Nazi Germany
Presentations
Closure

Model Description: Theory and Practice Conceptual Model

This model is designed to allow students to move from an awareness of the theory of political and economic systems to an examination of the practical application of these ideas in the world today.

This unit begins with an examination of students' individual goals and the collective goals of the group so they can see that political and economic systems vary based on the values placed on each of these. The class could then establish a set of rules.

Students will next explore the theory of various political and economic systems. This would explain and define the concepts necessary for understanding the unit and would raise questions for further inquiry. It would also provide background information necessary when completing a case study.

With this basic understanding, students will examine examples of political and economic systems in practice. They will also have an opportunity to realize that governments have made efforts to develop strategies to respond to the changing needs of society.

The final segment of this model deals with students' efforts to place this information in perspective. It encourages students to develop a political and economic system they feel is best suited to their world today.

Activity 1 (Opener): Individual and Collective Goals

OVERVIEW

This activity examines goals from a personal level to a group or collective level. As well as introducing the unit, the activity has a secondary role of raising the comfort level and communication efforts in the classroom.

The use of creative thinking skills is promoted when asking the students to brainstorm and answer speculative questions. By having students share their ideas with the class and work with others in the class they are developing communication and participation skills.

PROCEDURE

1. Begin with the concept of individual goals by having each student answer questions in their notes such as:
   a) What are your personal goals?
   b) What do you want to achieve most in your life?
   c) What are things you want to complete immediately or do three years from now or five years from now?

2. Next, have students list what they feel should be the goals of the Canadian government. You may also have them list goals for Canada five years from now, when they have children or when they are older.

3. Randomly ask students to share their individual goals with the class. Students who are uncomfortable should be allowed to pass at this point.

4. Next, have the students share what should be the collective goals of the country. These may be listed on the board for the class as a whole to look at.

5. Introduce the idea of differences between these two concepts by having students discuss the differences between the individual goals and the group goals. You may find that the individual goals tend to be materialistic and self-centred. The kind of collective goals you may get will tend to be based on employment and services that the government should provide. As a class try to determine why these differences exist. A note could be interjected here that political and economic systems vary based on the value placed on each of these.

6. Conclude this section by asking whose responsibility it is to see that these individual and collective goals are met. A discussion could follow on the role of the citizen, government and industry in society.

7. To reinforce these concepts the class could move into groups of five students to come up with a list of goals or rules for the class as a whole. Each group would then present their goals and as a class decide by a show of hands which of these would be most acceptable to the majority of the class. Students could copy this information into their notes.

EVALUATION: Because this is an opening activity, formal evaluation is not recommended.

Activity 2: Comparing Political Systems

OVERVIEW

This activity is designed to allow students to reflect on the two types of political systems to be studied and to evaluate those two systems. It is also important that they attempt to apply that information to a situation they are familiar with and that they be allowed to question and criticize the system they feel they are currently living in. It is important to provide students with everyday application to the theory of these systems and for them to see that theory is not always the same when applied to a practical situation or country.

This activity uses analytical, interpretive, evaluative and application skills. The students also use processing skills to locate and organize the information. They will continue to use the skills that have been developed e.g. communication skills, when they share this information with the class and participation skills when discussing within the group. By asking for, an evaluation of the systems and actions presented in the classroom the students should develop evaluative tools to look at the feasibility and desirability of an action.

PROCEDURE

1. Walk into the classroom and put a list of rules on the board.
   e.g., Can only ask a question when your hand is raised and you are acknowledged by the teacher. Address the teacher as Sir or Madam. Tell the class that these are the rules and there will be no discussion of these rules.

2. Next give a formal lecture to the class on dictatorship. Do not ask for questions or digress in any way.

3. Put the heading democracy on the board. Then ask the students to help define the term. Build a class definition. You may want to use terms like freedom and control to help students understand the concept. When the definition is complete have the students build information about democracy using questions.
   e.g., Who would make the decisions? Are there some more equal than others? Is everyone free?

4. Ask students which method of obtaining information they prefer and why. Use class discussion to build generalizations about democracy and dictatorship.

5. Hand out the evaluative chart (see next page) on democracy and dictatorship.

   Have students fill in the chart, using the experience in class to help them complete the chart. Other sources should be used as well.

6. In conclusion, ask students to share the information on the charts with others in the class. The students' charts could be expanded as they listen to others' ideas.

EVALUATION OF DICTATORSHIP AND DEMOCRACY		
	Democracy	**Dictatorship**
Description		
Advantages		
Disadvantages		

EVALUATION: The teacher may decide to have the charts handed in for marking, with the expectation that each space on the chart have a certain number of points for completeness.

Activity 3: Economic Systems in Action – Making Decisions

OVERVIEW

The point of this activity is to make students aware that economic decisions must be made to meet people's wants and needs. It also demonstrates that economic systems are organized in different ways to deal with the basic question of scarcity.

By having the students work in groups of four or five on a common task they will use participation skills that require the ability to resolve conflict and disagree in an acceptable manner. Group participation develops the skills of contributing ideas and working toward a common solution. Creative thinking is to be used in designing a birthday card according to a set of criteria and solving the common problem of scarcity of resources. It is hoped that students will also develop a willingness to consider a variety of perspectives on an issue or problem before making a decision.

PROCEDURE

1. The teacher will divide the class into equal groups of students. These may be by random selection or predetermined groups of the teacher's making. The teacher should tell the students that they will be making birthday cards that involve specific criteria.
2. The criteria should be listed on the blackboard. For example, the card should be made on purple paper, with orange candles for a 21st birthday and a poem must be included with the finished product.
3. Have construction kits prepared in advance so that one group will have a pair of scissors but none of the other groups will. Continue so that each group has one item that is needed to make the card e.g. glue, scotch tape, orange paper, etc.
4. Set a time limit e.g., 20 minutes.
5. At the end of the time limit ask each group to display their efforts. Each group would then be required to answer a series of questions about how the group functioned and made group decisions.
   a) How did you make arrangements for resources?
   b) How was your group organized?
   c) How were decisions made in your group?
   d) Who did the work?
   e) How did you deal with the problem of scarcity?
   f) What did you learn about the group and yourself?
   g) What are the advantages to the way the group worked?
   h) What are the disadvantages to the way the group worked?
   i) How could you improve the group's efforts?
   j) Would you have been better off on your own?
6. Have each group present their responses to the questions to the class.
7. Conclude with a class discussion on how we make choices as a society and the impact on us as citizens. The economic questions of what to produce, how it is produced and who gets what, can also be brought into this discussion.

EVALUATION: The teacher could ask each group to hand in their questions as well as evaluate the group effort on the birthday card.

Activity 4: Political and Economic Systems (Case Studies)

OVERVIEW

This activity is designed to have students examine a political and economic system as a case study of how ideas and ideologies are used in practice. It is an attempt to demonstrate to students that systems often differ from theory.

By giving them an outline from which to work, students will have some structure, but in their presentations to the class they should be encouraged to be as creative as possible.

The outline will allow students to develop process skills of locating, interpreting and organizing information. By working in a group situation they should develop participation and creative thinking skills. The section of this activity that deals with their reaction requires them to evaluate the information they have retrieved on a country and apply that information to the theory of the political and economic systems they have already studied.

The conclusion of this activity provides an opportunity for students to be as creative as possible and yet share the information with the other students in the class.

PROCEDURE

1. Have students work in groups of not more than five members. They may be assigned these groups by the teacher or they may choose their own.
2. Have the students decide which country they are going to research (list on the board examples like Canada, Sweden, U.S.A., U.S.S.R., Japan, Nazi Germany, China) but caution the students that no two groups can choose the same country.
3. Hand out the research assignment (sample enclosed) and allow time for any questions and clarification.
4. Give the class a set time for library research and a copy of the evaluation scheme with some hints for making oral presentations. Toward the end of the timeframe they should be told the order of their oral presentation. A copy of an evaluation strategy is attached, and students should be made aware of the criteria for evaluation. The teacher should evaluate the oral presentations and students may be asked to evaluate their peers as well.
5. When the time comes for oral presentations, have the students become familiar once again with the evaluation scheme and date of each presentation. After each presentation allow time for a question–answer session.

SAMPLE RESEARCH ASSIGNMENT

Instructions:

1. Teacher assigns students to groups of five members.
2. Decide on a country and give the name to the teacher.
3. Research your country according to the given outline.
4. Prepare a written and oral presentation.

Research Assignment:

- Structure of Government

  a) Give a brief description of your country's government. Be able to answer the following questions:
     1. Is there a constitution; a bill of human rights?
     2. How is your government organized?
     3. Are there political parties and if so how are they organized?
     4. Has your country's government been in the news lately? Why?

- Ideology

  a) Describe your country's system of beliefs and values (what is important to them).
  b) What is the role of the citizen in this country?

- Economic System

  a) Describe your country's economy. Be able to answer the following questions:

     1. How are the three economic questions answered by your country?
     2. What is the role of the citizen in the system?
     3. What is the role of the government in the system?
     4. What kind of standard of living does this country provide for its citizens?
     5. Are there any problems with the economy of the country and if so why?

- Your Reactions

  a) Describe what you have learned about this country in comparison to the economic and political systems that you have been taught.
  b) List any advantages and disadvantages to the systems that you can see for your country.
  c) Make a conclusion about the future direction of your country.

EVALUATION: Research Assignment

	Exc (5)	Good (4)	Sat (3)	Fair (2)	Poor (1)	
Structure of Government						×3
Ideology						×2
Economic Systems						×3
Your Reactions						×2
Comments:					Total:	50

Oral Presentation:

- Preparation
  a) prepare all materials beforehand
  b) limit notes:
    - so audience listens to you
    - so they are easy to copy
    - so you do not exceed time limits
  c) practise your presentation
  d) set up your materials before you begin
- Presentation
  a) wait until you have the audience's attention
  b) get their attention immediately with your introduction
  c) maintain interest by:
    - varying voice
    - speaking loudly and clearly
    - involving audience
    - dazzling them
    - eye contact
    - quick pacing (but not too fast)
- Conclusion
  a) prepare a concluding statement and stop there
  b) ask if there are any questions before sitting down

EVALUATION: Oral Presentation Rating Scales

Each category requires a judgment concerning a different aspect of the presentations you are to see. The rating scale is explained individually for each aspect, but in all cases ranges from 1 to 3.

Information (Content)	Is the information:	1 vague and incomplete 2 about average/adequate 3 extensive/thorough	×2
Organization	Was the presentation:	1 poorly organized/confusing 2 about average 3 outstanding	×2
Presentation (Pacing)	Was the presentation:	1 boring/dull/too long/too short 2 fairly interesting/about right 3 a blockbuster/well timed	×2
Originality	Was the presentation:	1 unoriginal/typical 2 about average/somewhat different 3 exceptionally original	×2
Conclusion	Was the presentation:	1 cut short/rambling 2 concluded fairly/a bit abrupt 3 concluded well/rounded out	×2

Comments:

Total: 30

Activity 5 (Closure): The Best Political and Economic System

OVERVIEW

This activity is designed to be a concluding statement that allows students to examine their own values and beliefs by applying the knowledge, skills and attitudes they have acquired throughout the unit. They are required to decide what political and economic system they feel is best. They are expected to provide justification for that decision. They are expected to inform the class of their decision using a creative medium such as a poster, oral presentation, etc.

This activity will work on the development of several process skills such as organizing, interpreting, synthesizing and analysing information. As well, creative and critical thinking skills will be developed as students evaluate political and economic systems and create a political and economic system particular to their needs. In addition, students should appreciate the strengths and weaknesses of different economic and political systems.

PROCEDURE

1. Ask students to reflect on the political and economic systems they have learned about in the unit. They may also be asked to review their individual and collective goals from the opening activity.
2. The teacher then introduces the assignment by telling the students they are advertising executives who must create an ad campaign for the best political and economic system. It should reflect their personal choice and convince the audience of the worthiness of their system.
3. The teacher next outlines the possible formats that may be used. Some of the following would be appropriate:
   a) poster
   b) video
   c) a written description in a newshour format
   d) visual presentation
4. Inform students of:
   a) criteria
   b) amount of class time to work on the project
   c) time for sharing the results with the class
   d) evaluation

Criteria:

- Description of system
- Organization of system
- Degree of freedom and control in system
- Justification of system
- Conclusion

EVALUATION: The teacher may choose to evaluate how well the criteria have been met and the creativity of the project.

SOCIAL STUDIES 33: TOPIC B
GLOBAL INTERACTION IN THE TWENTIETH CENTURY

The materials for this topic include two organizational models, along with several exercises and activities to develop the content. Two additional organizational models, without activities, are included. The two organizers present a general framework for approaching Topic B and are intended as examples of how to arrange the topic for instruction. The exercises following each model are designed to illustrate a variety of activities that can be used with the organizational model, as well as generally in the social studies classroom. The exercises include openers, activities to develop the topic, and closing activities, each of which integrate the particular knowledge, skill and attitude objectives into a coherent exercise along with, in most instances, an evaluation strategy for the activity. The various activities in this topic can be adapted for use with other topics and within the other social studies courses. As well, activities from the other topics and courses can be adapted for use with Social Studies 33, Topic B.

Specific instructions accompany the exercises and activities, so that the teacher unfamiliar with the new social studies program, as well as the social studies expert, will be successful in using the manual materials. As you employ this section of the manual, choose those models, activities and strategies that best suit your students, the learning task, the learning environment and your teaching style.

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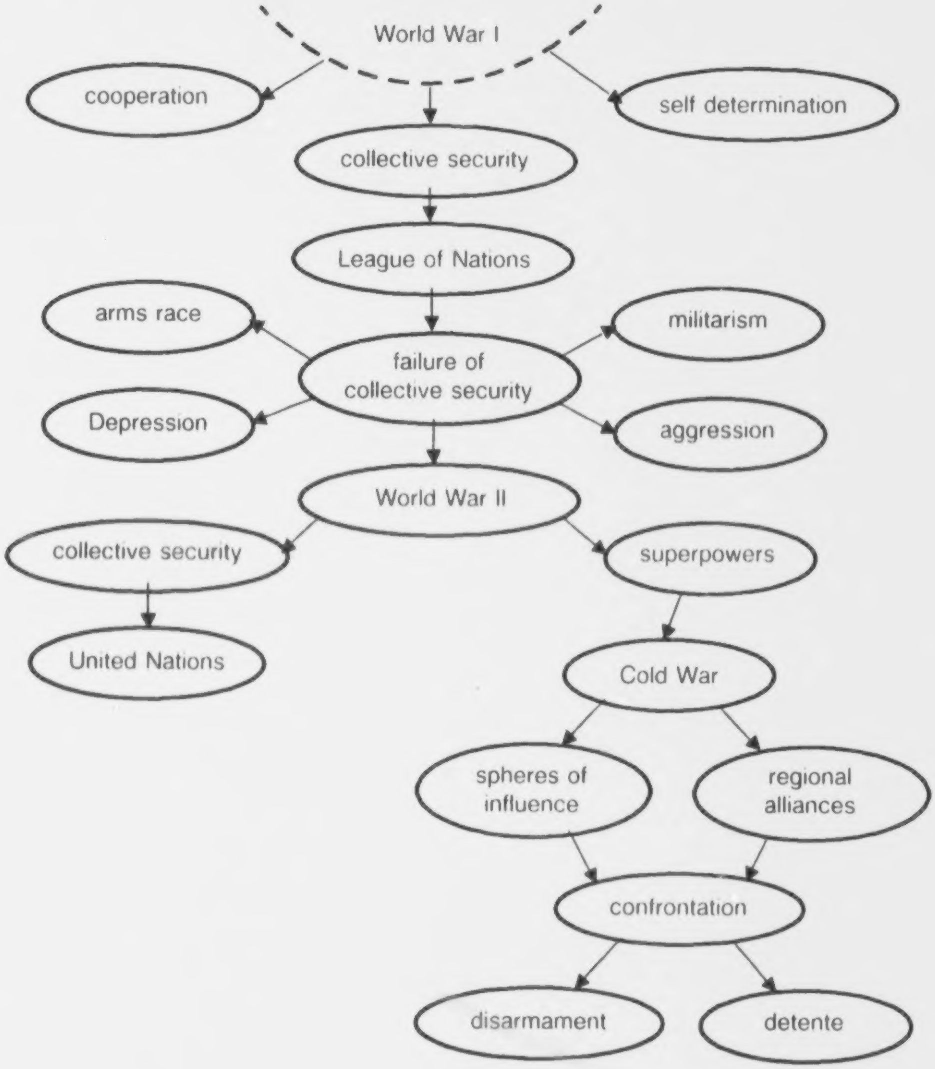
ORGANIZATIONAL MODEL 33B-1

CHRONOLOGICAL MODEL


World War I
cooperation
self determination
collective security
League of Nations
arms race
militarism
failure of collective security
Depression
aggression
World War II
collective security
superpowers
United Nations
Cold War
spheres of influence
regional alliances
confrontation
disarmament
detente

Model Description: Chronological Model

This model presents a chronological approach to the study of the global interaction of nations in the twentieth century. There is a concern about how nations interact with other nations, what the consequences of conflict are and what is the best means for attaining peace thereby ensuring international cooperation and interdependence. Students undertaking this unit will develop an awareness and an understanding of the need for nations to learn to cooperate with one another in the global community.

The first activity is a general overview of developments, beginning with attempts at cooperation after World War I and ending with the present period of detente and peaceful coexistence.

The second activity will focus on the conditions that led to the rise of the totalitarian state as a result of the breakdown of collective security and cooperation. Investigation will key on the economic forces, coupled with the extreme nationalism and racism that eventually led to the Second World War.

The third activity will involve a comparative study of two attempts at collective security and the reasons for the failure of one of those attempts. The student should be able to arrive at the reasons for the failure of the League of Nations and how the current United Nations has attempted to overcome those failures.

The fourth activity allows the student to become involved, first hand, in a conflict situation. By assuming the point of view of a participant, the student will become aware of the forces and events that lead to conflict situations.

The final activity of this unit looks at the changing role of the superpower relationship. This relationship is an attempt to increase global cooperation and interaction as well as maintain international stability. With this understanding of the relationship between the two superpowers, the student will come to realize that interdependence among nations is increasing in today's global community.

Activity 1 (Opener): Creating a Timeline For the Twentieth-Century World

OVERVIEW

This activity will help the development of process skills used to understand chronology and significant events. Students will also develop an awareness of the events that have both helped shape and provide the international climate that we live in.

Students will be required to arrange chronologically the significant events of this century and, as well, recognize the importance of those events. This will help the student acquire an overview of some of the related fact and content that is covered in this course.

Note: This strategy is an adaptation of 23A – Activity 2.

PROCEDURE

1. Students should be provided with a period to cover between the end of the First World War and the present movements for democratic reform in the Eastern bloc nations.
2. The student should be expected to keep a record of this activity in chart form in his binder or notebook, or if this is to be completed as a class project, on poster paper. If this activity is a classroom activity, the teacher may wish to assign different timeframes to certain groups in the class. If the activity is to be completed on an individual basis, the teacher may still wish to assign a specific period to each student.
3. The student should construct a chart with the following data: (A sample entry has been provided for the student.)

Date	The Event	The Significance of the Event
January 1919	Treaty of Versailles	The United States and the major allied European powers meet in Paris to restore peace in Europe.

4. Data could be classified thematically, using the following symbols, for example:

▭ = significant event

○ = significant person

△ = significant place

5. The students should be as brief as possible in the description of the "significance of the event."
6. The requirements and expectations for this activity should be made clear to the student before the actual process of gathering data begins.
7. A good follow-up activity might include each student expanding on one event in his timeline in the form of a paragraph explaining:
    - the impact that this event may have had in the development of present-day relations between nations of the world.

EVALUATION: Timeline

The teacher may wish to use the following format to evaluate the completed assignment.

	Excellent 4	Good 3	Average 2	Poor 1
Organization				
Accuracy, Completeness				
Creativity				

Comments: Total: /12

Activity 2: The Rise of the Totalitarian States

OVERVIEW

In this activity, students will develop an understanding of the conditions that led to the rise of the totalitarian state in such countries as Germany, Italy, Japan and the Soviet Union before World War II. For students to be able to draw conclusions about the causes of the Second World War, students have to be able to understand the forces that allowed the rise of these regimes.

Process skills will be developed by the student since the student will have to gather and organize data to arrive at conclusions about why these states rose to such prominence during the interwar years. Students should also be able to recognize that these totalitarian states rose for similar reasons, such as political and economic dissatisfaction with the existing systems. How these regimes were able to consolidate their power will also be one of the focii of this activity.

This activity may be done individually or on a group basis, but should focus on the students being able to select relevant data to arrive at their conclusions. This activity will also allow students to arrive at generalizations based on the information that they have gathered.

PROCEDURE

1. The teacher should gather and make available information about the rise of the totalitarian states.
2. Organize a retrieval chart for the student to complete. This may involve preparing one in advance as a handout to the student, or having the teacher put the necessary headings to be completed on the board for the student to copy into their notebooks. The teacher may even encourage the students to design their own retrieval charts.
3. The teacher may wish to involve the students in the process of arriving at the categories to be placed on the retrieval chart by leading a brainstorming session on the reasons for desire for change within a society. This would allow for student input and awareness of the forces that may bring about reasons for change. This should culminate in the students recognizing that there were many common factors that led to the rise of the totalitarian state.
4. The teacher might go over the student responses in class helping students to create a set of summative notes on the topic. The retrieval chart should contain information such as that identified below.

33B-1

RETRIEVAL CHART:
RISE OF TOTALITARIAN STATES

Reasons for Discontent	Italy	Germany	Japan	Soviet Union
Political Economic Social				
Solutions to the Discontent				
Foreign Policy Domestic Policy				
Means of Consolidating Power				

5. Once the students have completed their charts, there should be a general discussion for the purpose of coordinating the information gathered and the recording of the similar patterns that allowed the rise and consolidation of power by the totalitarian states.

6. Finally, have the students make generalizations about the information they have gathered. Generalizations are statements that reflect the relationships between two or more ideas or concepts. It may be necessary to go over some examples of generalizations with the students.

EVALUATION: The students should be able to provide, whether individually or in small groups, a retrieval chart to be evaluated. Also, whether individually or in small groups, students should be evaluated on their generalizations.

Activity 3: A Comparative Analysis of the League of Nations and the United Nations – Bringing About Collective Security

OVERVIEW

The students, will compare the League of Nations to the United Nations through a comparative study of two attempts at collective security. The first study will look at the League of Nations as an attempt to provide the nations of the world with a means of global interaction in international relationships. This study will end with the failure of the League to maintain collective security.

The United Nations will be presented as a second attempt at collective security. The students will identify and explain the reasons for the establishment of the League of Nations and its subsequent failure. Also, students will examine how the United Nations has attempted to solve world problems and establish international cooperation.

This activity will also indicate to the student the difficulties in bringing about and maintaining collective security.

PROCEDURE

1. The teacher should introduce the activity with a brief definition of what is meant by collective security. After the presentation of the definition, the teacher will involve the students in a discussion as to why "collective security" is so difficult to attain or bring about.
2. Have the students read the enclosed handout, "Comparison of the League and the United Nations."
3. Have students design a summary sheet or have the assignment be teacher directed as follows: on a blank piece of notepaper, instruct the students to make up two columns, one headed The League of Nations and the other headed The United Nations.
4. Have the students place the information from the handout onto the chart, trying to match up the differences that exist between the two bodies. What should appear on the chart are the differences that brought about an end to the League and the means by which the United Nations attempted to deal with those differences.
5. Have the students arrive at reasons why the League failed and how the United Nations was able to deal with the concerns that led to the failure of the League.
6. A follow-up activity may be formulated that presents a situation similar to a global conflict. Students would have to come up with ideas (using the concept of collective security) to correct the situation.

   The following ideas may be used or they may provide a springboard for other ideas:

   - Dealing with a schoolyard bully.
   - Creating a hypothetical situation in which a country of the world carries out an aggressive action against another nation for whatever reason.
   - Nations of the world are called together to bring an end to a territorial dispute.

   All the students will debate these or other issues to find some common means to end a dispute through common agreement.
7. The activity could be concluded with the students identifying possible problems with collective security.

COMPARISON OF THE LEAGUE AND THE UNITED NATIONS

1. The United Nations was devised and established while World War II was going on. The League was formed after the First World War.
2. The League Covenant was formally part of the peace treaty with Germany. The link between the peace treaty and the world organization was neither good politics nor good psychology.
3. The drafting of the League's Covenant was less democratic - behind closed doors by the Big Five. The San Francisco Conference that drafted the United Nations Charter was attended by 50 nations.
4. Membership in the League was never as wide as the membership in the United Nations.
5. The Charter of the United Nations has no provision about the withdrawal of a member state. Under the Covenant, a member could withdraw after two year's notice (never enforced).
6. The United nations is stricter, and has more power than the League had, to prevent war and act against an aggressor:
   a) Under the League, war was not altogether illegal after certain conditions had been fulfilled.
   b) The Charter does not recognize any right to go to war. The United Nations is to take the appropriate measures. Thus the Charter had more "teeth" than the Covenant.
   c) The right of self defence in the Charter (Article 51) is not the right to start a war but only the right to answer an armed attack. Such armed attack must have been against a member state and must last only until the Security Council takes over.
7. The League was weakened in that none of its organs could order a member state to undertake military sanctions against an aggressor. If the Security Council decides that even a threat to peace exists, the member states are bound to act as the Security Council directs.
8. The League had no armed forces at its command to enforce decisions. The United Nations does provide such measures.
9. The League required all members to take economic sanctions automatically. This failed. The Charter does not require this but recommends it even before aggression has taken place. If a member finds that this would create special economic problems, they consult with the Security Council.
10. The activities of the League were not as widespread as those of the United Nations.
11. The League's Mandate System was new and has, in modified form, been continued by the United Nations under the Trusteeship System. More emphasis is placed on eventual self-government.
12. There was nothing in the Covenant paralleling the obligations that the United Nations Charter established for colonial powers regarding their own colonies.
13. The League had but a single council. The United Nations has three.
14. The League's Secretariat was relatively small, as were its Commissions.
15. In the League, every member had a veto. Except where specially provided, a single "nay" by any member killed a resolution. The principle of unanimity has been abolished in the United Nations.

EVALUATION: Student's work, either individually or as a group, could be formally evaluated. A written assignment could also be written and graded for an overall understanding of collective security.

Activity 4: Experience History as It Happens – Being a Newspaper Writer

OVERVIEW

This activity is designed to involve the students in various knowledge, skill and attitude objectives. It is also structured to allow students to use creative thinking skills and practise communication skills by completing a variety of written assignments. At the same time, the students will be able to view history from another vantage point besides the textbook.

Students should be encouraged to be creative and at the same time incorporate actual facts into writing. This will allow the students to feel that the assignment is not necessarily something to be completed, but rather something they have input in.

This activity will also serve as an effective tool for the teacher to assess a student's strengths and weaknesses. From this, strategies may be worked out to help the student with his writing skills. The sharing of ideas by the students with other members of the class would serve also in the development of ideas.

PROCEDURE

1. Decide on the expectations and details of the assignment so that both the student and the teacher are made aware of what is expected.
   - a) This would include the writing format as well as the expectations on the possible writing styles (this may be aided by spending a period going through actual newspaper articles and/or first hand accounts).
   - b) Decide on the length of time. The student may be placed in a situation where he/she experiences only the initial stages of the event, or maybe the student will be expected to experience several years of the event as a reporter and then focus on specific events that occurred.
   - c) The evaluation techniques that will be implemented.
2. Assign each student a newspaper that he/she is a reporter for or have them select their own newspaper such as: The *Calgary Herald*, The *Washington Post*, *Pravada*, etc. or it may be a fictitious newspaper: The *Peking Telegraph*, The *Hamburg Free Press*, The *Papal Express*, etc.
3. Explain to the student that he/she is to keep these newspaper reports in his/her binder, or notebook. Encourage the student to design his/her newspaper's logo (here the student can be as creative as possible). As a first assignment, the student should choose a name, an age and write a short biography about the person they are.
4. After each student has chosen a newspaper (encourage students to assume characters from as many nations as possible), assign the destinations to the "cub reporters." Instruct the students that they are writing for the country they have chosen, so if there is a conflict that involves their country as one of the combatants, they must take the viewpoint of that country.

5. Assign (or allow the student to choose) one of the following situations or destinations:

   a) the Depression – choose a city in Canada, the United States or Germany
   b) Nazi Germany – as an invited guest of Adolf Hitler at the 1936 Olympics
   c) in Berlin – the Berlin Blockade Airlift
   d) the Korean War – as a reporter doing a first hand account in a MASH unit
   e) the Cuban Missile Crisis
   f) the Vietnam War
   g) the United Nations – you are witnessing the inaugural session of this international body
   h) Afghanistan – you are experiencing the Russian invasion of that nation
   i) South Africa – a first hand account of apartheid in that nation

   Note: You may wish to assign two students to each area, to get the benefit of both viewpoints. For example, of the two students that are assigned to report on the Soviet invasion of Afghanistan one will be a reporter for a Soviet paper while the other would be a reporter for a local or international paper.

6. Before the student begins his "reporting," a preliminary activity could include a description of the country, events that led to the situation at hand as well as an overview of the event itself to provide a background to the student.

EVALUATION: Creative Writing
The evaluation may be conducted formally or informally by the teacher, it may involve an oral presentation, a written submission or a weekly (or biweekly) evaluation for teacher input and or feedback.

7. Some alternative creative activities are:

   a) Write a piece of poetry that illustrates some aspect of war as it relates to the individual. Try and focus on the causes, nature and consequences of war in one of the major conflicts you have studied. You may wish to interpret a piece of poetry on war as a different exercise.

   b) Interview a war veteran and ask the person for their impressions about war. Before your interview, prepare a list of questions that you submit to your teacher for approval. You may wish to have this individual come and speak to the class as a whole.

   c) Prepare a slide tape or video presentation that illustrates the role of government in promoting stability and cooperation.

   d) Prepare an audio – or videotape that illustrates how individuals have felt about war.

   e) In a poster illustrate the contrast between conflict and cooperation in achieving cooperation and stability in the world. You may wish to consider including international organizations and some of the major conflicts in your work.

   f) You are Joe Clark, Canada's Minister of External Affairs, speaking to the General Assembly of the United Nations. In your speech, include your suggestions for promoting world cooperation and security.

   g) Write a letter to an organization expressing your concern or appreciation over their involvement in a particular international issue. Should you so desire, ask them to send you more information on their organization.

   h) As a reporter, you are to report an event during the Cold War that increased tensions between the superpowers. Report on the possible alternatives to this event and evaluate the effectiveness of the action taken in producing cooperation and stability in the world.

Activity 5 (Closure): The Changing Role of the Superpowers - Vertical File/Scrapbook Assignment

OVERVIEW

In this activity, the student should develop an understanding of the changing relationship between the superpowers. Through continuing detente and the thawing of "cold war" tensions, the two superpowers have sought to increase cooperation between themselves. To better understand this closer relationship, the students should gather newspaper and magazine articles in the form of a vertical file or a scrapbook. Information may also be gathered in the form of a wallchart, with a written analysis compiled in the student's workbook.

Students will ultimately learn to appreciate this trend toward a new cooperation through the gathering, organizing and interpretation of data they have collected.

PROCEDURE

1. The teacher should first establish the expectations for this particular assignment. This would involve deciding the timeframe to be covered. Taking into account the current trend in Eastern Europe, this timeframe should not be much longer than a few weeks, since events are occurring on a daily basis, and the media coverage is extensive.
2. The teacher may wish to provide a sample of how the material is to be collected, organized and evaluated. For example, the teacher may wish to have the material gathered and organized according to country, theme, topic, area of the world or some other means. Whatever the choice, there should by some identifiable means of organizing the information.
3. The main ideas should be gathered from the articles, whether underlying or highlights, with a view to having the student write a short summary of the article.
4. Once the main ideas have been focused on and understood, the student should then be prepared to acknowledge:
   a) the source and date of the particular article,
   b) the significance or importance of the event in bringing about increased cooperation between the superpowers,
   c) what impact the event will have in the international community,
   d) what impact the event will have on the future relations of the two superpowers.
5. Once this information has been collected and a short write-up produced, the teacher may wish to expand the assignment into an oral presentation, a longer written assignment or just evaluate the assignment scrapbook.

EVALUATION: Scrapbook Vertical File

	Excellent 5	Good 4	Average 3	Fair 2	Poor 1	
Organization of articles						X2
Grasp of the main ideas						X2
Summary of the articles						X2
Accuracy, Completeness						X2
Appearance, Presentation						X2

Comments:

Total: 50

6. a) Construct a separate timeline for the following conflicts in:

- Central America
- Afghanistan
- Vietnam

Try to construct causes (e.g., economic, alliances, nationalism) and consequences (e.g., refugees, embargoes, boycotts, superpower tensions).

b) To examine alternatives to future conflicts, choose from the following:

- Construct a poster, illustrating some of the ways that future conflicts could be resolved. These may include conflict management, disarmament and detente.
- Position Paper: defend your point of view by deciding which alternative would promote global cooperation and stability.

c) Have students debate the alternatives to resolving future conflicts, or stage a conference of "world leaders" to propose methods of achieving stability and cooperation.

ORGANIZATIONAL MODEL 33B-2

THEMATIC FOCUS MODEL

UNDERSTANDING NATIONALISM AND INTERNATIONALISM

(Understanding the motives)

THE CONSEQUENCES OF EXTREME NATIONALISM

(Causes of World War II)

THE RISE OF THE TWO SUPERPOWERS

(The ideological struggle between the United States and the Soviet Union

ATTEMPTS AT COOPERATION

(Conducting an historical interview)

ADDRESSING INTERNATIONAL CONCERNS AND ISSUES

(Becoming involved)

Model Description: Thematic Focus Model

This model focuses on understanding the motivations and interactions between nations in their attempt to establish, as well as protect, their interests in the global community.

For students to understand the concept of global interaction, they will examine the motives of nations who pursue policies of nationalism and internationalism. The first activity allows the student to appreciate the difference between the goals of nationalism and internationalism. Understanding these goals should result from students developing generalizations about the differences between nationalism and internationalism.

The consequences of extreme nationalism will be the focus of the next activity in which the students will arrive at the causes of the Second World War and the resulting rise of the totalitarian state. The reasons as to why these states extended their area of control and the motives for doing so will be examined.

The continuing struggle between the two superpowers will be the next focus of study as students will examine the attempts by the United States and the Soviet Union to exert control over disputed territories.

The remaining activities will look at attempts to achieve international cooperation through international conferences that attempt to reduce the threat of confrontation. The student will recognize also that he can play a part in bringing about global harmony by becoming involved in movements that attempt to address international concerns and solve problems.

Activity 1 (Opener): Understanding Nationalism and Internationalism

OVERVIEW

This activity is designed to help the student understand that interactions among nations are a result of many and varied motives. Both nationalism and internationalism have shaped the ways and means in which nations throughout the world interact with one another. The students should come to understand the definitions of both these terms as well as the motives that nations have for implementing national and foreign policies that reflect these concepts.

In this activity, the students will develop skills in reading to acquire information, as well as skills in interpreting the information to help formulate an understanding of nationalism and internationalism. The students will be able to apply their knowledge of these concepts to explain present-day interantional scenarios.

By completing this activity, the student will be able to develop an awareness of how nations deal with each other.

PROCEDURE

1. The teacher might introduce the concepts of nationalism and internationalism by leading a class discussion on what is meant by both terms. This may be accomplished by allowing the students to brainstorm ideas on their concept of the two terms. This discussion could start with determining what characteristics make up a nation (e.g., culture, identity, language, religion, ideology, etc.).
2. To introduce the idea of internationalism the discussion may involve a debate on how nations cooperate to achieving harmony and understanding between nations of the world. This debate may further look at attempts to establish international organizations (e.g., the League of Nations and the United Nations).
3. The following handout may be appropriate to the discussion:

> NATIONALISM: Nationalism is a relatively modern term that is used to describe a sense of loyalty and group consciousness in a nation. When one views nationalism, one views the characteristics of loyalty to a common language, a common belief, a common religion, a common heritage, a common tradition as well as a common history. Modern nationalism has its roots in the French Revolution, with the idea of loyalty to a cause or belief and is expressed in the idea of national heroes, national anthems and national identity.

> INTERNATIONALISM: Internationalism refers to a belief that emphasizes the idea of international cooperation in the establishment of harmony and mutual understanding between nations of the world. The emphasis is more toward international cooperation rather than national interests. Examples of internationalism include the establishment of the League of Nations and the United Nations, whereby nations give up some degree of national sovereignty to establish mutual harmony.

4. The teacher may wish to conduct a discussion about what constitutes a nation and what constitutes an international organization.

5. Students should be provided readings that give examples of both nationalism and internationalism. Sources for these may include:

   Inside World Politics, Rogers and Clark
   The Making of the Modern Age, Haberman

   Current examples of nationalism and internationalism are available in periodicals (e.g. the demand for recognition of regions within the Soviet Union, or the recognition of a separate Palestinian homeland).

6. Teachers should provide a timeframe for the data to be collected (a suggested period is the beginning of the Second World War to the present).

7. Have the students arrange the data they have collected under the following headings, Nationalism and Internationalism. A sample chart with examples follows:

Nationalism	Internationalism
the movement for independence in Namibia (current)	the ceasefire arrangements in Cyprus and the Middle East
the independence of India (past)	the SALT talks

8. The students should, at this point, make generalizations about the information they have gathered. These are statements that draw relationships between two or more concepts and are often used to describe the relationship between the concepts.

9. The students should prepare a written summary of the differences between nationalism and internationalism and decide which is best for maintaining global security. This summary should include an evaluation of the two concepts (e.g. Were the nationalistic ideals of Nazi Germany more important than the ideals of international peace and cooperation? or Are the goals of international cooperation more important than national interests?)

EVALUATION: Student work in identifying the key differences between nationalism and internationalism should be evaluated, as well as the chart in which the students list examples of nationalism and internationalism. The written summary of the differences as well as the defence of their choice between nationalism and internationalism should also be taken into consideration when grading the student's mark.

Activity 2: Causes of World War II (Semantic Webbing)

OVERVIEW

In this activity, the student will develop an understanding of the causes of the Second World War. Students will be expected to become familiar with the forces that led to World War II by organizing information into categories in the form of a webbing diagram. Being able to analyse information will be the major skill developed at this point, as students will be asked to organize the information to indicate the cause/effect relationship between the various factors in the webbing diagram.

With these data, the student will then be asked to make generalizations about the causes and results of the Second World War. An alternative activity may be a short essay, itemizing the forces that led to the international conflict.

Students will practise several process skills including analysing data, determining categories and written communication skills.

Note: This strategy is an adaptation of 20A-2, Activity 3.

PROCEDURE

1. The teacher may wish to allow the students three to five minutes to brainstorm the topic, "What are the causes of war?" The teacher may wish to record some of the ideas on the board to allow students to formulate general ideas or categories.

2. Students should be presented with material on the causes of World War II. A variety of sources may be used.

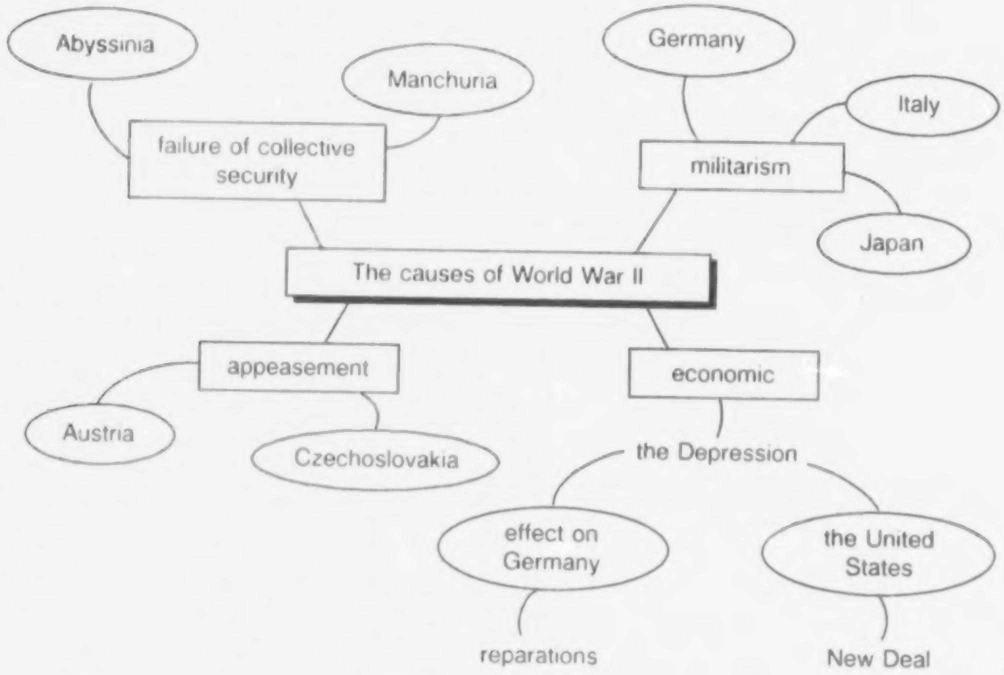
   If available, the EAV filmstrip, the "Causes of World War II" may also provide a source of information.

3. Students should be asked to research information from the sources and compile the data in their notebooks.

4. Students may be instructed to work individually or in groups to gather this information.

5. Once the data have been collected, the students should be asked to create a webbing diagram to help organize the categories and the information that has been collected. The teacher at this point may find it necessary to provide the class with examples of how to construct a webbing diagram.

A simple, incomplete webbing diagram is presented below:


Abyssinia
Manchuria
failure of collective security
Germany
Italy
militarism
Japan
The causes of World War II
appeasement
economic
Austria
Czechoslovakia
the Depression
effect on Germany
the United States
reparations
New Deal

6. Once the students have completed the webbing diagram, they should be asked to construct as many generalizations about the causes of the Second World War as possible. Each of the generalizations should have one or two specific details from the information sources.

7. To conclude this activity, the students should be asked to present their ideas and generalizations in written form, with the length to be determined by the teacher. The teacher may wish to have this presented as an oral discussion with a written presentation later.

EVALUATION: The students should be evaluated on their webbing diagrams as well as their written presentation. In both cases, the accuracy and completeness should be considered. If the assignment is completed orally, whether individually or in groups, the teacher may wish to evaluate on the above criteria or on a mutually agreed format.

Activity 3: Analysing the Ideological Struggle Between the United States and the Soviet Union

OVERVIEW

This activity will focus on the relations between the two superpowers after the Second World War to the present. The student will gather and analyse data on the interactions between the United States and the Soviet Union. Students should be expected to gather the appropriate material, complete a retrieval chart, understand the key concepts behind the interaction and prepare a short oral presentation.

A number of process and participation skills will be developed in this activity, including: research and interpretation of information, understanding key concepts and ideas, interaction with other students as well as written skills in the completion of the final assignment.

It is suggested that this activity be a group activity, with each group being assigned a specific example of the struggle between the two superpowers. With the completion of this activity, students should gain an understanding of the complex nature of the relations between the U.S.S.R. and the U.S.A.

PROCEDURE

1. The teacher should prepare the students by first spending at least one class going over the key concepts. The concepts that should be included are the following: superpowers, brinkmanship, spheres of influence, confrontation, containment and deterrence. The discussion should involve the brainstorming of ideas and their possible consequences. Students should also be encouraged to provide practical examples (e.g. deterrence – laws regarding drinking and driving, capital punishment, etc.).

2. The class should then be divided into small groups of three to five to research their particular topic. The topics might include:

   The Berlin Airlift (1948–1949)
   The Korean War (1950–1954)
   The Vietnam War (1961–1973)
   The Cuban Missile Crisis(1962)
   The Truman Doctrine
   The North Atlantic Treaty Organization (NATO)
   The Warsaw Pact
   North American Air Defence System (NORAD)
   Marshall Plan – Comecon

3. After the topics have been distributed, have the students research information on their topics. They should be encouraged to gather and summarize data in the form of a retrieval chart. The chart may look something like this:

Nature of the Crisis	Participants	Concept(s) Addressed	Result or Consequences

4. The students should also be able to provide a summary of the event in one or two short paragraphs. At this point, the teacher should check the information, both for accuracy and completeness.

5. The teacher may wish to provide a world map to indicate the locations of the conflict areas, as well as to locate the areas of the alliance systems.

6. Have each group prepare and organize a presentation, with the other class members taking notes in the form of retrieval charts. The teacher should, at this point, make available copies of the retrieval chart (one for each event) or have the students copy one for each event in their notebooks.

7. A follow-up discussion should be held to bring together the concepts and ideas about superpower interaction. Questions that may be addressed in the general discussion:

   - Is deterrence a good means of solving disputes?
   - Does the formation of alliance systems help maintain peace?
   - Has the policy of containment helped in the maintenance of world peace?

8. In conclusion, the students should submit a written summary of their topics. The teacher may wish to have a peer evaluation of the other groups' presentation.

EVALUATION: The teacher should formally evaluate each of the students retrieval charts and individual student written summaries. Students should also submit a peer evaluation of other group's presentations. It is important that the peer evaluation criteria and expectations be made clear to the students. The following criteria may be considered when doing the peer evaluation.

EVALUATION: Peer Evaluation of Group Presentation

Group ______________________

	Exc 5	Good 4	Avg 3	Fair 2	Poor 1
The group's ideas were clear and logically expressed.					
All members participated in the presentation.					
The ideas were both accurate and well organized.					
The ideas were relevant.					
Understanding of the concepts and ideas was apparent.					

Comments: Total: 25

EVALUATION: Retrieval Chart and Summary

Student name ______________________

	Exc 5	Good 4	Avg 3	Fair 2	Poor 1
Accuracy of information					
Neatness of retrieval chart					
Clarity of oral presentation					
Completeness of written ideas					
Comprehension of concepts and ideas					
Mechanics of language and grammar					

Comments: Total: 30

Activity 3 (Alternative): Tension Graph

OVERVIEW

This activity is to illustrate the impact of a given event on the amount of TENSION existing in the world.

The objectives of the activity are to:

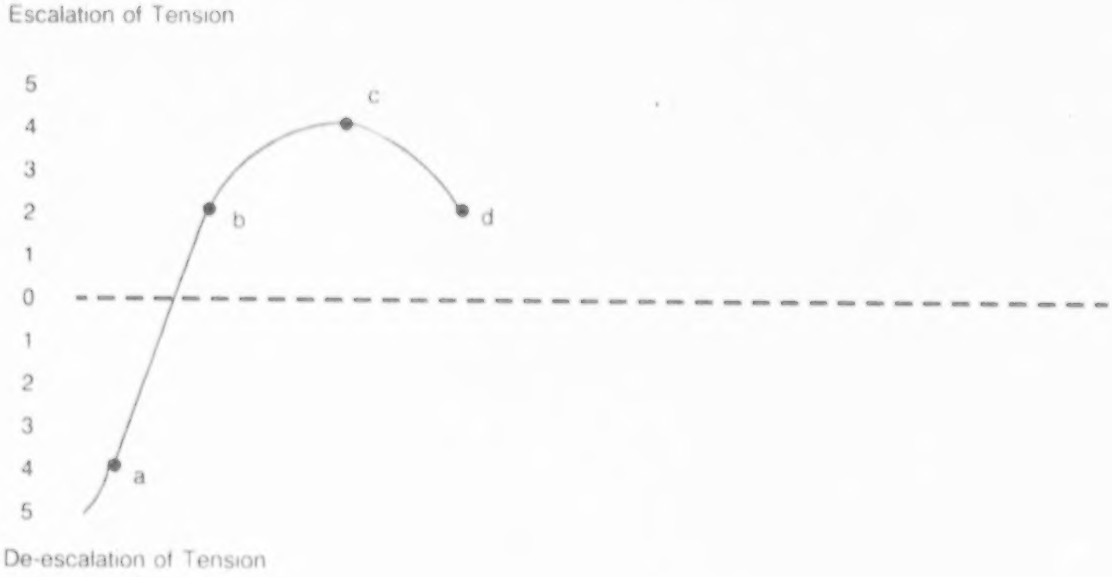
- Understand the political, economic and social consequences of major conflicts.
- Examine the role of the citizen, government and international organizations in promoting peace, stability and cooperation.
- Synthesize data recognizing the impact of national and international decisions on individuals, groups and nations.
- Draw conclusions and develop generalizations to resolve questions.

PROCEDURE

1. Using the events listed below the graph, identify on the graph whether a given event contributed to an escalation or de-escalation of tension in the world.

   e.g., If an event caused a great deal of tension in the world mark it as a 4 or 5 above the line. If it caused only a moderate amount of tension mark it as a 3. A small amount of tension should be marked a 1 or 2. This would also be true for the de-escalation of tension, but mark it below the line. Once each event has been assessed as to whether or not it causes an escalation or de-escalation of tension, join all the points together to illustrate how events have an impact on international relations. This activity could be completed on an individual or group basis.

2. Develop a generalization that would reflect the situation illustrated by the graph.



Events:

a) Formation of the United Nations
b) Truman Doctrine
c) Berlin blockade airlift
d) Marshall Plan
e) NATO established
f) Korean War
g) Warsaw Pact established
h) Cuban Missile Crisis
i) Vietnam War
j) Nuclear Non-Proliferation Treaty
k) SALT Treaties
l) Middle East tensions
m) Afghanistan
n) Central American conflicts
o) INF Treaty

Activity 4: Conducting an Historical Interview

OVERVIEW

This activity will allow students to become familiar with the concept of the changing role of the superpowers in international relations. The students will be expected to research material that will provide them with a background to the movement toward detente and cooperation between the superpowers.

The process skills developed in this activity will include research skills, developing and evaluating approaches to the resolution of potential conflicts, and written communication skills. There should be some allowance for creativity, since the student will be encouraged to assume the role of an historical character, real or imaginary, chosen from a variety of roles.

This activity will also allow the student more freedom of involvement in the assignment. The student will be expected to choose a role, and depending on the role, be prepared to defend or question a position.

PROCEDURE

1. Students should be provided roles based on the following situations:

   - 1963 – the Partial Nuclear Test-Ban Treaty
   - 1968 – the Nuclear Non-proliferation Treaty
   - 1975 – the Helsinki Conference
   - 1977 – Strategic Arms Limitations Treaty (SALT I)
   - 1979 – Strategic Arms Limitations Treaty (SALT II) and the refusal of the United States to sign the accord.

   The roles assigned to the students should involve the students assuming the role of participant from each side, as well as reporters from each side, each reporting details from their own perspective. This would mean that there should be four role players for each situation. Depending on the class size, there may be some doubling up of roles or the assignment of roles pertaining to recent examples of detente.

2. Students should then research their assigned character as a part of a group of four. Each group would have:

   a) a diplomat representing the West (a Western bloc nation)
   b) a diplomat representing the East (a Communist bloc nation)
   c) a Western reporter from a prominent newspaper
   d) an Eastern reporter representing the Communist bloc.

3. Have each student research their situation or event from data collected from periodicals or from textbooks. (More recent examples of detente will only be available from periodicals.)

4. Have the students (those who assume the roles of the reporters) come up with questions that challenge the opposite viewpoints. The students (those who assume the role of the diplomats) should be prepared to defend their positions and maybe challenge the positions of their counterparts. It is essential, at this point, that both the diplomat and the reporter who represent their respective concerns (either East or West) should be aware of their positions and therefore should work together in preparation for the interview.

5. Have conclusions presented in the format of a news conference announcing the event followed by questions from reporters.

Another possibility may involve the announcement of the agreement in the form of a "talk show" format where a chairman or host conducts a question and answer session.

The format may take the form of a "mock" agreement event, in which the diplomats sign the agreement that individuals act as reporters who summarize the basic elements of the agreement.

6. The teacher should be involved in the formulation of questions and the format with which the students make their final presentation.

EVALUATION: The teacher should be involved in the final evaluation of the presentation, but should allow the students to participate in evaluation of the presentations of other groups in the form of peer evaluation. The evaluation should involve the degree of research, the quality of questions, the depth of information acquired, the accuracy of the information obtained as well as the presentation of each of the groups. The criteria used to evaluate each of the groups' presentations should be agreed on before beginning this activity.

Activity 5 (Closure): Deciding How to Solve International Concerns and Problems – Becoming Involved

OVERVIEW

This activity is designed to allow the student to become an active participant in the solving of global problems. This is also designed to raise awareness and interest in problems that affect the global community.

Students will develop creative thinking skills in attempting to provide solutions to the problems, and find ways to involve others in the issues. By encouraging the students to brainstorm and share their ideas, the students will also develop communication and participation skills as well as confidence.

PROCEDURE

1. The teacher may begin with a discussion on current problems in the world today. Allow the students to participate by answering the following questions that may be written on the board:

   a) What do you think are the most pressing problems confronting the global community today?

   b) Which of the problems can be solved by the average citizen?

   c) Which problems do you think can be solved over the short term and which of the problems do you think will take longer to solve?

2. Possible concerns that may become apparent include:

   - The threat of nuclear war between the superpowers.
   - Daily human rights violations against people who disagree with government policy.
   - Threats to various species of animals such as whaling, oil spills, etc.
   - Removal of the rain forests.
   - Problems with Third World debt and the ramifications on industrialized countries if they were to default on payments.
   - Holes in the ozone layer.
   - Toxic waste and poor waste management.

3. Once the students have come up with a list of concerns, the teacher may wish to organize the students into groups to come up with ways of dealing with the problems.

4. Have each group come up with a list of possible solutions or means of arriving at solutions to deal with the concern. For example, the group that is dealing with the threat of nuclear war may choose to become involved in a peace group, or they may wish to establish a group of their own, with the idea of involving other schools or other peace groups.

5. Encourage each group to feel that they have a say in what solutions they propose. This may involve allowing the students to contact by letter groups who are already involved, contact the media, organize rallies, hold meetings, etc.

   Possible contact groups include:

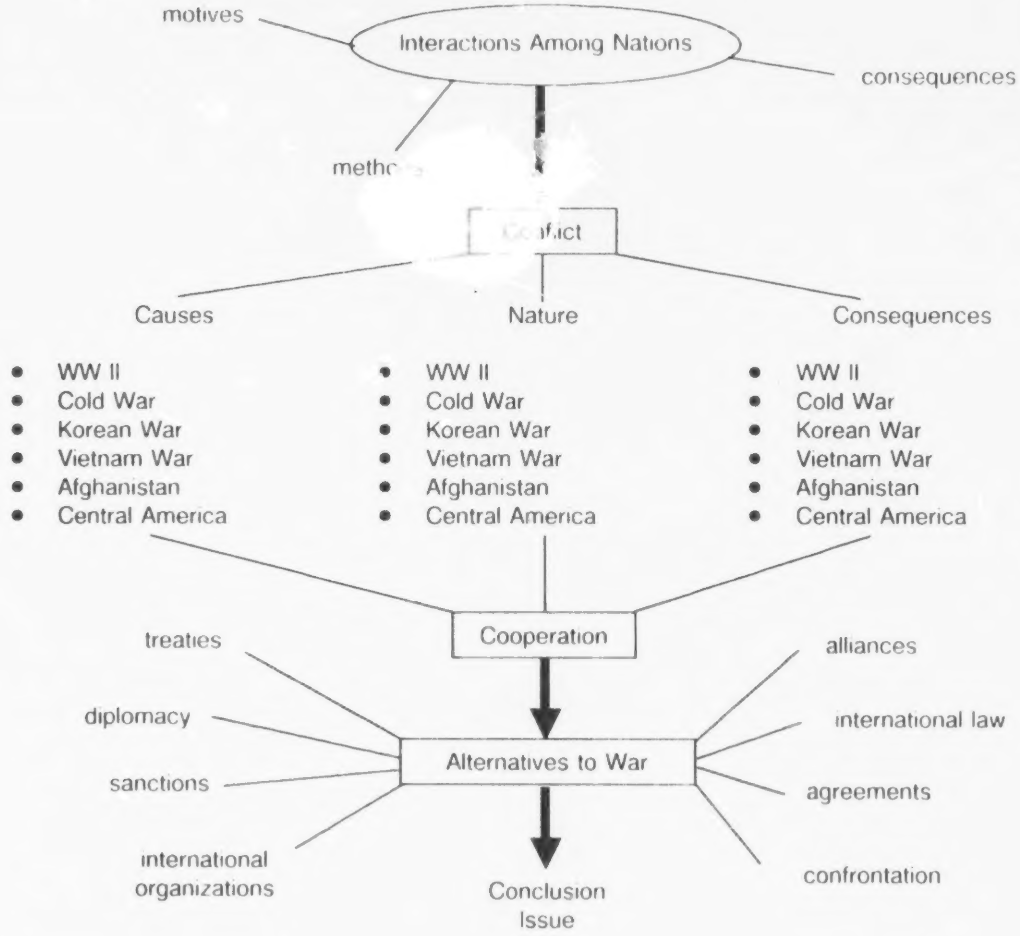
   - Greenpeace (for environmental, animal protection and nuclear protest concerns),
   - The Arusha Centre (Third World concerns),
   - Amnesty International (for concerns about human rights violations and political prisoners).

6. Allow each group to present the information they have come up with. This may involve a brief outline of the problem, ways of dealing with the problem and the means by which the students can become involved with providing a solution to the problems. This presentation can be done either formally, or informally.

7. In concluding this activity, the teacher should reinforce the idea that the students can, through genuine concern and action, make an impact by providing possible solutions.

EVALUATION: The teacher may wish to evaluate the presentations of the groups by grading the oral presentation or asking the groups to provide a written submission.

ORGANIZATIONAL MODEL 33B-3
CONCEPT DEVELOPMENT MODEL


motives
Interactions Among Nations
consequences
metho[illegible]
Conflict
Causes
Nature
Consequences
WW II
Cold War
Korean War
Vietnam War
Afghanistan
Central America
WW II
Cold War
Korean War
Vietnam War
Afghanistan
Central America
WW II
Cold War
Korean War
Vietnam War
Afghanistan
Central America
Cooperation
treaties
alliances
diplomacy
international law
Alternatives to War
sanctions
agreements
international organizations
confrontation
Conclusion
Issue

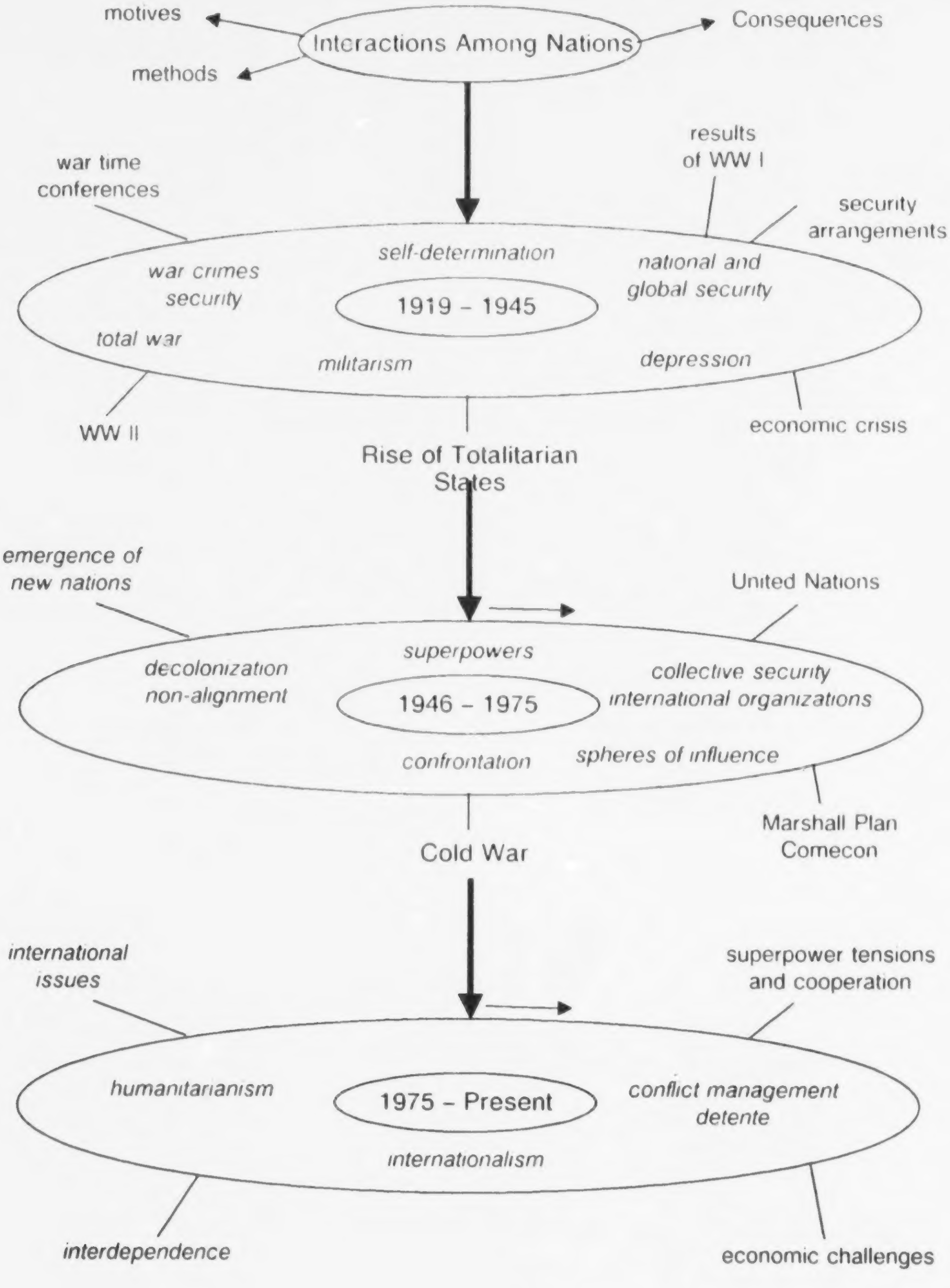
Model Description: Concept Development Model

This model is a concept development model focussing on two of the key concepts of interactions between nations. A brief introduction to international relations is the beginning point for this unit. Students should focus on the motives, methods and consequences of interactions between nations. Following this basic study, students will go on to focus on the concepts of conflict and cooperation.

To develop the concept of conflict, students will examine the causes, nature and consequences of a number of key twentieth-century conflicts. These should include WW II, the Korean War, the Cold War and other examples of conflict between nations. After studying various conflicts students will go on to focus on cooperation by examining alternatives to war. This should include students studying various alliances, international organizations and law, treaties, agreements and sanctions, and also diplomacy and confrontations.

As a conclusion, students should be brought to the understanding that the world today is interdependent and that nations, groups and individuals each will likely have to address major international issues. The issues, "To what extent should nations promote international cooperation and peace?" or "Should individuals/organizations have an active role in international affairs?" should be addressed.

ORGANIZATIONAL MODEL 33B-4
CHRONOLOGICAL DEVELOPMENT MODEL


motives
Interactions Among Nations
Consequences
methods
results of WW I
war time conferences
security arrangements
self-determination
war crimes security
national and global security
1919 - 1945
total war
militarism
depression
WW II
economic crisis
Rise of Totalitarian States
emergence of new nations
United Nations
superpowers
decolonization non-alignment
collective security international organizations
1946 - 1975
confrontation
spheres of influence
Marshall Plan Comecon
Cold War
international issues
superpower tensions and cooperation
humanitarianism
1975 - Present
conflict management detente
internationalism
interdependence
economic challenges

]

Model Description: Chronological Development Model

This model is a chronological model that has four sections. The first, a short introduction to interactions among nations, focuses on the motives, methods and consequences involved in international relations. Following the opener, the topic is then divided into three periods of international relations.

The first period, 1919–1945, begins with a review of the consequences of WW I and follows through to the wartime conferences following WW II. Students will examine the events of this period focussing on such topics as self-determination, security, depression, militarism and total war. At the conclusion of each section an issue may be addressed, or the issue can be addressed at the conclusion of the topic. For example, in this section, students could defend their position on the issue, "Should nations ever go to war?"

The second timeframe, 1946–1975, focuses on the emergence of the United Nations and includes the study of the superpower's impact on international relations. Students should examine such events and organizations as the United Nations, the Marshall Plan and Comecon, the Cold War and the emergence of new nations. Concepts such as superpowers, collective security, spheres of influence and decolonization will be studied.

The final section of the topic focuses on the contemporary world from 1975 to the present. Themes and events including superpower tensions and cooperation, economic challenges and the superpowers, interdependence in the world and international issues in which individuals and groups involve themselves, will be examined.

As a conclusion to the unit, where students have practised participation, process and communication skills, students should address the issue, "To what extent should global welfare override national needs and wants?" using an appropriate inquiry strategy.

LEARNING RESOURCES

DEFINITIONS

In terms of provincial policy, learning resources are those print, non-print and electronic software materials used by teachers or students to facilitate teaching and learning.

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of course(s), substantial components of course(s), or the most appropriate for meeting general learner expectations across two or more grade levels, subject areas or programs as outlined in provincial Programs of Study. These may include any resource format; e.g., print, computer software, manipulatives or video.

Support learning resources are those student learning reources authorized by Alberta Education to assist in addressing some of the learner expectations of course(s) or components of course(s); or assist in meeting the learner expectations across two or more grade levels, subject areas or programs as outlined in the provincial Programs of Study.

AUTHORIZATION AND SELECTION

Alberta Education identifies the best student learning resources by authorizing them as Basic or Support learning resources. Authorization means Alberta Education has judged these student learning resources as the most appropriate for a course or program of studies and that they have met Alberta Education criteria for acceptability.

As a guideline, two or three learning resources per topic should be authorized as basic for social studies instruction at each grade level. Two to six learning resources should be authorized as support for each topic at each grade level.

Student learning resources, wherever possible, should retain this status for a minimum of five years.

BASIC AND SUPPORT LEARNING RESOURCES

Note: Only new basic and support learning resources are listed on the following pages. Refer to the LRDC Buyers Guide and curriculum updates for additional information on basic and support learning resources.

Social Studies 13

Topic 13A – Challenges For Canada in the Twenthieth Century

Basic

Barlett, G. *Canada: History in the Making.* John Wiley & Sons Canada Limited, 1986.

Support

Baum, Daniel J. *Law and the World Community (Thinking About Law: An Issues Approach).* IPI Publishing Limited, 1989. (Teacher Reference).

Daly, Charles et al. *Law and the Economy (Thinking About Law: An Issues Approach).* IPI Publishing Limited, 1989. (Teacher Reference).

Galivan, J. *Canada: History in the Making: Teacher's Guide.* John Wiley & Sons Canada Limited, 1986.

McFadden, F. et al. *Canada: The Twentieth Century.* (Revised Edition). Fitzhenry and Whiteside Limited, 1990.
Regehr, H. et al. *Canadians: In The Twentieth Century.* McGraw-Hill, 1987.

Topic 13B – Citizenship in Canada

Basic

Barlett, G. *Canada: History in the Making.* John Wiley & Sons Canada Limited, 1986.

Support

Case, Roland et al. *Law: A Canadian Framework (Thinking About Law: An Issues Approach).* IPI Publishing Limited, 1989. (Teacher Reference).

Coombs, Charlotte R.C. and Coombs, Jerrold. *Law: Fundamental Rights and Freedoms (Thinking About Law: An Issues Approach).* IPI Publishing Limited, 1989. (Teacher Reference).

Daly, Charles et al. *Law and the Economy (Thinking About Law: An Issues Approach).* IPI Publishing Limited, 1989. (Teacher Reference).

Galivan, J. *Canada: History in the Making: Teacher's Guide.* John Wiley & Sons Canada Limited, 1986.

Human Rights, Human Wrongs (Video). Canadian Living Magazine, 1987.

McFadden, F. et al. *Canada: The Twentieth Century* (Revised Edition). Fitzhenry and Whiteside Limited, 1990.

Understanding Charter Decisions: A Guide to Judicial Reasoning and the Canadian Charter of Rights and Freedoms. IPI Publishing, Ltd., 1989. (Teacher Reference).

Regehr, H. et al. *Canadians: In The Twentieth Century.* McGraw-Hill, 1987.

Social Studies 23

Topic 23A – The Development of the Modern World

Basic

Leinwand, Gerald. *The Pageant of World History.* Prentice-Hall Canada Inc., 1989.

Support

Brouman, Josh. *The End of Old Europe: The Causes of the First World War, 1914-1918.* Longman, 1985.

Leinwand, Gerald. *The Pageant of World History: Teacher's Guide and Resource Book.* Prentice-Hall Canada Inc., 1990.

Luxardo, Hervé. *Events of Yesteryear: The French Revolution.* Ginn and Company, 1987.

Topic 23B – Challenges in the Global Environment

Basic

Dunlop, Stewart. *Towards Tomorrow – Canada in a Changing World: Geography.* HBJ Saunders, 1988.

Harshman, Robert, et al. *World Issues in the Global Community.* John Wiley & Sons Canada Limited, 1989.

Support

Creswell, J. *Towards Tomorrow – Canada in a Changing World: Geography: Teacher's Guide.* HBJ-Holt-Saunders, 1989.

Marsden, W.E. and Marsden, V.M. *World Concerns.* Copp Clark, 1986.

The Question of Food: A Teaching Unit on World Food Issues (Kit). World Food Day Association and Teacher's Press, 1989.

Reed, Andrew. *The World Now.* Irwin Publishing, 1984.

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Social Studies 33

Topic 33A – Political and Economic Systems

Basic

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Topic 33B – Global Interaction in the Twentieth Century

Basic

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APPENDICES

SCOPE AND SEQUENCE

(a) Social Studies Grades 1-12

GRADE	TOPIC
Grade 1	Me and Others
Topic A:	My School
Topic B:	My Family
Topic C:	Other Canadian Families
Grade 2	People Today
Topic A:	People Nearby
Topic B:	People in Canada
Topic C:	People in the World
Grade 3	Communities
Topic A:	My Community in the Past, Present and Future
Topic B:	Communities Need Each Other
Topic C:	Special Communities
Grade 4	Alberta
Topic A:	Alberta: Its Geography and People
Topic B:	Alberta: Its People in History
Topic C:	Alberta: A Comparative Study with Quebec
Grade 5	Canada
Topic A:	Canada: Its Geography and People
Topic B:	Early Canada: Exploration and Settlement
Topic C:	Canada's Link with Other Countries
Grade 6	Meeting Human Needs
Topic A:	Local Government
Topic B:	Greece: An Ancient Civilization
Topic C:	China: A Pacific Rim Nation

SCOPE AND SEQUENCE

GRADE	TOPIC	
Grade 7	People and Their Culture	
Topic A:	Culture	
Topic B:	Cultural Transition: A Case Study of Japan	
Topic C:	Canada: A Bilingual and Multicultural Country	
Grade 8	History and Geography in the Western Hemisphere	
Topic A:	Geography of Canada and the United States	
Topic B:	Canada: History to the Twentieth Century	
Topic C:	South America: A Case Study of Brazil	
Grade 9	Economic Growth: Differing Perspectives	
Topic A:	Economic Growth: U.S.A.	
Topic B:	Economic Growth: U.S.S.R.	
Topic C:	Canada: Responding to Change	
Grade 10	Social Studies 10 Canada in the Modern World	Social Studies 13 Canada in the Modern World
Topic A:	Canada in the Twentieth Century	Challenges for Canada in the Twentieth Century
Topic B:	Citizenship in Canada	Citizenship in Canada
Grade 11	Social Studies 20 The Growth of the Global Perspective	Social Studies 23 The Growth of the Global Perspective
Topic A:	Development and Interaction of Nations: Nineteenth-Century Europe	The Development of the Modern World
Topic B:	Interdependence in the Global Environment	Challenges in the Global Environment
Grade 12	Social Studies 30 The Contemporary World	Social Studies 33 The Contemporary World
Topic A:	Political and Economic Systems	Political and Economic Systems
Topic B:	Global Interaction	Global Interaction

GRADES	1			2			3			4			5			6			7			8			9			10		11		12	
Alberta Studies Area Studies	o	o	o	●			●	o	o	●	●	●				●			o		o						o		o				
Area Studies (past/present)						●									●		●	●		●				●	●	●					●	●	●
Canadian Studies			●		●			●	●	o	o	●	●	●	●	●			o		●	●	●				●	●	●			o	
Citizenship	●	o	●	●	o	o	o	o	●	o	o	o	o	o	o	●	o	o	o	o	●		o				o	o	●		o	●	o
Community	o	o	o	●	●	●	●	●	●							●			o		o						o		o		o		
Economics				●	o	o	o	●		o			o				o	o							●	●	●	o			o	●	
Geography	o			o	●	o	o	o	o	●	o	●	●	o	●		●	●		●	o	●	●		o	●	o	o		o	●		o
Government	o			o												●								o					●			●	
History							●				●			●	o		●	●		●	o		●	●	●	●	o	●		●		o	●
Interdependence	●	o	●	●	o			●	o	●	o	o	●	o	●	●		o	o	●	o	o		o	o	o	o	o	o	o	●	o	●
Multiculturalism/ Bilingualism			●	o	o				●			●		o					o		●		o					o	o		o		
Native Studies		o	o		o		o		●		●			●		o					●		o						o				
Self	●	●	●	o												o			o														
Sociology	●	●	●	o	o	o	o		●			o			o		o	o	●	o	o		o		o	o		o	o		o		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	A	B	A	B

- ● Major Focus
- o Minor Focus (Some emphasis in the topic.)

(b) Sequence: Senior High Social Studies

Educating individuals who will be "self-confident, capable, and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community" is the aim of education in Alberta. Social Studies with its responsibility for citizenship education has an important role to play in fulfilling this aim. Social Studies is the school subject with the primary responsibility for providing the knowledge skills and attitudes needed to be responsible citizens and contributing members of society. Consequently all students who graduate with an Advanced or a General High School Diploma will have successfully completed 15 credits in Social Studies including a Social Studies course at the 30 level. Social Studies 30 is required for the Advanced Diploma while Social Studies 30 or Social Studies 33 are needed to fulfill the requirements for a General Diploma. The Social Sciences are now options and will not be considered as replacement credits for Social Studies courses.

This requirement that students directly address the knowledge, skills, and attitudes required for effective citizenship has resulted in a number of changes in the Social Studies program including the introduction of a second sequence of Social Studies programs.

This decision was taken after reviewing recent literature about the developmental level of students, recommendations contained in the Secondary Education in Alberta Policy Statement, previous practices in Alberta schools as well as the advice of educators in Alberta High Schools. The basic philosophical difficulty in introducing an alternate program in the area of citizenship education is posed by a fundamental dilema in a democracy. How can one argue that some citizens will receive instruction in a set of knowledge skills and attitudes that are different from those received by others? If we have identified basic knowledge skills and attitudes needed by citizens in a democratic society then all citizens will need these. Consequently there is, by design, a tremendous similarity between these programs. Much of the content (knowledge skills and attitudes) is the same. In the final analysis all students need to acquire the knowledge skills and attitudes required for effective citizenship.

The 1981 Social Studies 10-20-30 program has been revised and a new Social Studies 13-23-33 sequence has been introduced. In both sequences knowledge, skills and attitude objectives are identified for each topic of study. The new program also provides for a wider range of approaches than the previous program, especially in the way in which topics are organized and presented.

Previously approximately two-thirds of the students who entered Social Studies 10 sent on to Social Studies 30. Now all students will have the opportunity to choose between Social Studies 10-20-30 and Social Studies 13-23-33. The new Social Studies 10-20-30 program has been designed to meet the needs of most students. Based on previous experiences in Social Studies in Alberta it has been shown that most students can succeed in this sequence. However to meet hte needs of students who would have difficulty succeeding in the Social Studies 10-20-30 sequence a new series of programs has been introduced. It is anticipated that between 25 and 35 percent of students will find the alternate program best suits their needs.

The two programs, Social Studies 10-20-30 and Social Studies 13-23-33 have similar content, similar skills and similar attitudes. In all Social Studies programs students must apply inquiry strategies and develop the skills required to answer questions, solve problems and make decisions. In addition, critical and creative thinkings goals are identified in both sequences. These critical and creative thinking goals suggest different instructional strategies. It is in these expectations that we being to recognize the differences between the sequences. While most students will be operating at the formal operational level by the time they finish Social Studies 30, only a few of the Social Studies 33 students will exhibit the ability to deal with sophisticated abstractions and concepts in the same way. Consequently the critical and creative goals in Social Studies 13-23-33 are different. The goals stated must be realistic goals for the student sin the program. For example, in Social Studies 30 one goal suggests that students should acquire the knowledge skills and attitudes necessary to "analyze and compare features and underlying principles of political and economic systems." Both statements require students to engage in the development of critical and creative thinking skills but the expectations in Social Studies 30 are more challenging and this reflects the intent of the Program. The differences in the Programs are not as visible in the requirements of the Program of Studies as in the instructional methodology, the resources and the evaluation strategies which are outlined in the Teacher Resource Manual.

In all programs organization structures, teaching and learning strategies should be adapted to meet the needs of the learners. One begins by assessing the needs of the students, reviewing the resources available, identifying ones own instructional strengths and then planning for instruction. Since Social Studies 13-23-33 programs are designed for students who would not easily succeed in Social Studies 10-20-30 the knowledge and skills of the 13-23-33 students will require further development. The Skill development Chart in the Teacher Resource Manual provides an extensive list of examples of process, communication and participation skills. Again the skill lists in the two programs are almost identical but the point at which students will reach an independent level in the 13-23-33 level is often reached later in the students career. As a result active instruction in particular skills needs to be continued for a longer period of time. Skill development will be incorporated into lessons. Resources will be selected which are appropriate for the reading level of the students.

In Social Studies 13-23-33 lessons will move from concrete to abstract ideas, from simple ideas to more complex ones, and from the familiar to the unfamiliar. Whenever possible instructors will use the "explain", "show", "practise", "do" scenario. Explain what the task is, show them how (demonstrate or model), work through a practice example with students and then have students complete the activity.

A simple example of this approach would be found in an activity in which students are asked to examine the geographic diversity of Canada. A specific exercise could involve the retrieval of information about regions from selected maps. In Social Studies 10 a simple explanation of contour lines, symbols and types of information shown on the map might suffice as a lead in to an exercise in which the student describes the various topographic features of the regions using information from the maps provided. In Social Studies 13, the instruction would be more detailed; with the instructor giving explicit instructions about contour lines, map symbols and how to retrieve information from maps, and choosing a region and completing the exercise (perhaps on an overhead) while describing in detail the reasons for their decisions. Next have all students work through one other regional together checking answers as they work through the exercise and finally letting students work on their own to complete the assignment.

Students will need to be counselled carefully about the sequence which is most appropriate for them. When entering high school students have a choice. If they have had difficulty in Social Studies in previous grades they will probably find the Social Studies 13 program more appropriate to their needs. Students who find the Social Studies 10 or 20 program difficult may switch to the alternate program. Local policies will contain guidelines for student transfer into and out of the programs. The recommended transfer from the Social Studies 13-23-33 Program to the Social Studies 10-20-30 program is from Social Studies 33 to Social Studies 30.

Both sequences of Social Studies provide instruction in the knowledge, skills and attitude which have been identified as necessary for responsible citizenship in our society. Social Studies 10-20-30 is a more demanding program with emphasis on the academic skills needed for post-secondary education while Social Studies 13-23-33 concentrates on the basic skills needed for effective participation in our democratic society. The intent of the 13-23-33 program is to provide students with an opportunity for success, an opportunity to gain the knowledge skills and attitudes required for responsible citizenship in our society.

SOCIAL STUDIES 13/23/33 SKILL DEVELOPMENT CHART

The *Program of Studies* identifies the skills that should be emphasized in each topic. The purpose of the Social Studies 13/23/33 Skill Development Chart is to identify the specific skills to be developed and reinforced, and to indicate where most average social studies students are expected to be, if the specified skill is addressed at that grade level.

The Social Studies Skill Development Chart suggests a general plan for continuity in skill development for Social Studies 13/23/33 that builds on skills introduced and developed in the junior high school program. The chart provides a suggested placement of each skill; however, the format does not reflect how students learn or how the skills should be taught. The teacher determines the actual introduction of a skill based on the needs and nature of the learner. It is expected that the teacher will develop the skills in an integrated fashion so that the interrelationships between and among these skills will be understood and applied by students. Most of the skills are a shared responsibility of social studies and other subject areas and may be introduced, developed or reinforced in other subjects as well. The categories of skills are as follows:

PROCESS SKILLS – skills that enable one to acquire, evaluate and use information

LOCATING / INTERPRETING / ORGANIZING
ANALYSING / SYNTHESIZING / EVALUATING

COMMUNICATION SKILLS – skills that enable one to express and present information and ideas

ORAL
VISUAL
WRITTEN

PARTICIPATION SKILLS – skills that enable one to interact with others

INTERPERSONAL RELATIONS
GROUP PARTICIPATION
SOCIAL AND POLITICAL PARTICIPATION

INQUIRY STRATEGIES – combinations of skills that enable one to solve problems and make decisions

CRITICAL THINKING
CREATIVE THINKING
PROBLEM SOLVING
DECISION MAKING
SOCIAL INQUIRY PROCESS

Skills on the chart are identified at two levels:

- Instruction Level

  The teacher diagnoses students' ability levels in the given skill and teaches the skill required to the students through planned learning experiences. Skill development and growth can be assessed at this level.

★ Independent Level

The skill is further developed, where necessary, and is maintained and extended through practice.

SKILL OBJECTIVES

The skill objectives are grouped into categories for organization purposes; however, some of the skills may fit into more than one category. The skills are not intended to be developed separately or sequentially as illustrated but are to be developed in conjunction with the knowledge and attitude objectives.

Skills are best taught in the context of use rather than in isolation, and are best learned by students practising them. It is important that students be provided regular opportunities to practise skills in a variety of contexts. In a few instances, appropriate resources may not be available (e.g., access to computer networks) and skill expectations and development expectations must be adjusted accordingly.

The skills are similar to those in the junior high program, but the wording and presentation of the specific skills has been changed to reflect the expectations of the senior high school program. This chart also includes inquiry strategies and suggestions for developing critical and creative thinking.

Social Studies	9	13	23	33
PROCESS SKILLS				
LOCATING / INTERPRETING / ORGANIZING (gathering and acquiring information)				
Locate reference materials in the library as sources of information:				
1. Identify possible sources and locations of information.	•	•	•	★
2. Use the library catalogue to locate references related to a topic.	★	★	★	★
3. Locate materials, using the Dewey Decimal System.	★	★	★	★
4. Use periodical indexes such as the Canadian Periodical Index to locate information.	•	•	•	★
5. Use social science references including atlases, almanacs, encyclopedias, yearbooks and dictionaries, to obtain information.	•	•	•	★
Use reference materials to find information:				
1. Use title, table of contents, index, glossary and appendix to find useful information.	★	★	★	★
2. Use chapter and section headings, topic sentences and summaries to identify information.	★	★	★	★
3. Locate information in references, using volume letters, key words and indexes.	★	★	★	★
4. Select passages pertinent to the topic being studied.	★	★	★	★
Use newspapers, periodicals and pamphlets as sources of information for a study:				
1. Become aware of the wide range of periodical material as sources of information.	★	★	★	★
2. Select important news items pertinent to topics of study.	★	★	★	★
3. Organize periodical material to support class activities.	•	•	•	★

Read to acquire information:	9	13	23	33
1. Read materials to get literal meaning of text.	●	●	●	●
2. Adjust rate of reading to suit material and purpose.	●	●	●	★
3. Identify relevant terms and information.	●	●	●	★
4. Use context clues to gain meaning.	●	●	●	★
5. Read for a variety of purposes – skim for facts, answer a question and predict outcomes.	●	●	●	★
6. Differentiate between main and related ideas.	●	●	●	●
7. Recognize relationships including sequence, cause, effect, space, place and time.	●	●	●	●
8. Interpret what is read by drawing inferences.	●	●	●	●
9. Summarize and organize material read.	●	●	●	●
10. Select information to fulfil one's purpose.		●	●	★
Listen and observe to acquire information:				
1. Listen and observe with a purpose.	●	●	★	★
2. Identify a speaker's purpose.	●	●	●	★
3. Identify key ideas in a presentation.	●	●	★	★
4. Relate information gained through listening and observing, to information gained from other sources.	●	●	●	★
5. Reserve judgment until a presentation has been heard or observed.	●	●	●	●
6. Note ideas while listening to and observing a presentation.	●	●	●	★
Gather information from field studies and interviews:				
1. Identify the purpose of a field study or interview.	●	●	●	★
2. Plan procedures, rules of conduct, questions, and determine information to be gained.	●	●	●	●
3. Develop effective interviewing procedures including the use of appropriate questions.	●	●	●	●
4. Record, summarize and organize information obtained.	●	●	●	★
Gather information using computers, telephone and television information networks:				
1. Operate a computer to enter and retrieve information from a variety of sources.	●	●	★	★
2. Access information through networks, data banks and on-line sources.		●	●	●
3. Use word processing programs to organize information.	●	●	★	★
Interpret information:				
1. Translate written and printed materials into terms meaningful to oneself.	●	●	●	●
2. Select main ideas, key points and supporting points.	●	●	●	★
3. Classify data by topic.	●	●	●	★

	9	13	23	33
4. Identify and state the central issue in a topic in one's own words.	●	●	●	★
5. Predict outcomes based on factual data.	●	●	●	★
6. Recognize cause and effect of relationships.	●	●	●	●
7. Note trends and predict what might happen.	●	●	●	★
8. Recognize there are various interpretations of data.	●	●	●	★
9. Translate data by presenting information in different forms, such as maps, timelines or diagrams.	●	●	●	★
Interpret graphs, charts, tables and diagrams:				
1. Obtain information from a wide variety of graphs, such as line, multiple line, horizontal bar, vertical bar and divided circle.	●	●	●	★
2. Interpret graphs, charts and tables presented in course materials.	●	●	●	●
3. Identify relationships among data presented in graphs, charts and tables.	●	●	●	●
4. Relate data obtained from graphs, charts, tables and diagrams to other data.	●	●	●	★
Interpret pictures, photographs and cartoons:				
1. Recognize cartoons and pictures as sources of information.	●	●	●	★
2. Determine main ideas and identify detail in pictorial material.	●	●	●	★
3. Use picture clues, titles and captions to aid comprehension.	●	●	●	★
4. Interpret the point of view expressed in cartoons.	●	●	●	★
Interpret visual materials such as art, television, film and drama:				
1. Use visual materials as sources of information.	●	★	★	★
2. Describe the content of the material.	●	●	★	★
3. Determine the main and related ideas in visual material.	●	●	●	★
4. Identify the purpose and message of visual communication.	●	●	●	★
Interpret maps, globes and air photos:				
1. Use a variety of maps for a variety of purposes.	●	●	★	★
2. Interpret and use map legends and map symbols on different kinds of maps.	●	●	★	★
3. Recognize features shown on maps and air photos.	●	●	●	★
4. Recognize that relief drawing, colour relief and contour lines represent the characteristics of an area.	●	●	★	★
5. Orient oneself to the relative location of places and direction from place to place.	★	★	★	★
6. Determine distance and compare distances on maps by using different scales	●	●	●	★

	9	13	23	33
7. Locate places and features using a grid system such as latitude and longitude or letter key systems.	★	★	★	★
8. Use geographic terminology to describe physical features and geographic features.	★	★	★	★
9. Read and interpret information from specialized maps such as thematic maps and distribution maps.		●	●	★
10. Identify and interpret patterns and relationships among geographic data.	●	●	★	★
11. Recognize relationships among locations of cities, water bodies, continents and countries.	●	●	●	★
12. Interpret relationships of data relative to locations of settlements, natural resources, industries, trade, etc.	●	●	★	★
13. Use sequence of maps to show change; e.g., boundaries, population shifts, historical developments.	●	●	●	●
14. Construct simple maps of an area to show geographic relationships.	●	●	★	★
Understand time and chronology:				
1. Identify an event as part of a chronological series of happenings.	●	●	●	★
2. Arrange related events and ideas in chronological order.	●	●	★	★
3. Organize historical information by making simple time-lines and flow charts.	●	●	★	★
4. Identify immediate causes and underlying causes of historical events.	●	●	●	★
5. Identify relationships among historical events.	●	●	●	●
Organize information:				
1. Select relevant factual data for a particular purpose.	●	●	●	★
2. Record information in note form to show organization of ideas.	●	●	●	★
3. Make an outline of a topic from material read, heard or viewed from multiple sources of data.	★	★	★	★
4. Organize material to answer questions from material heard, viewed or read.	★	★	★	★
5. Sort information into categories according to given criteria.	●	●	●	★
6. Compose headings or titles for information summarized.	●	●	●	★
7. Compile a table of contents to show order.	★	★	★	★
8. Organize data in visual form – tables, graphs and charts.	●	●	●	★
ANALYSING SYNTHESIZING EVALUATING (Using information and ideas)				
Analyse information:				
1. Compare accounts to see if they are identical, similar, related or unrelated.	●	●	●	★

	9	13	23	33
2. Distinguish between fact and fiction, fact and opinion, and fact and value.	●	●	●	★
3. Detect bias or propaganda in data presented.	●	●	●	★
4. Identify point of view or perspective.	●	●	●	★
5. Determine the authority and expertise of sources.	●	●	●	●
6. Examine arguments for consistency and contradiction.	●	●	●	★
7. Determine whether evidence assembled is accurate and relevant to a topic.	●	●	●	★
8. Recognize underlying assumptions of a statement or position.	●	●	●	●
9. Determine values underlying a position.	●	●	●	●
10. Apply appropriate models such as diagramming, webbing, concept maps, retrieval charts and flow charts to analyse data.		●	●	★
Synthesize information:				
1. Summarize material presented.	●	●	★	★
2. Restate major ideas of a topic in concise form.	●	●	●	★
3. Draw inferences from data.	●	●	●	★
4. Develop concepts from descriptive data.	●	●	●	★
5. Draw generalizations by recognizing relationships between concepts.	●	●	●	●
6. Relate significant ideas to support a point of view.	●	●	●	●
7. Formulate opinion based on critical examination of information.	●	●	●	●
8. Propose a new plan of action or operation, or create a new system.	●	●	●	★
9. Develop information in visual forms such as charts, graphs, diagrams or models to support a point.	●	●	★	★
10. Formulate alternative answers, solutions, conclusions or decisions to a problem.	●	●	●	★
Evaluate information:				
1. Consider which source of information is more acceptable and why.		●	★	★
2. Judge the adequacy of information about an issue.	●	●	●	★
3. Judge the reliability and validity of information – source, objectivity, accuracy, currency, consistency.	●	●	●	●
4. Evaluate the desirability and feasibility of alternative solutions, decisions or actions.	●	●	●	●
5. Evaluate the process used to arrive at an answer, solution, conclusion or decision.	●	●	●	★

COMMUNICATION SKILLS

(Oral, visual and written expression)

ORAL

1. Develop and use vocabulary appropriate to course content.	●	●	●	★

	9	13	23	33
2. Speak to the topic in discussion.	●	●	★	★
3. Orally defend one's point of view.	●	●	★	★
4. Express one's ideas with confidence.	●	●	★	★
5. Express thoughts clearly in oral form, to an increasing variety of audiences, for a variety of purposes.	●	●	●	●
6. Communicate effectively in a variety of situations – group, panel, formal debate, seminar, forum.	●	●	●	●
7. Deliver information in oral presentations with the aid of prepared notes.	●	●	★	★
8. Develop facility in communicating orally through audio and visual media.	●	●	★	★
VISUAL				
1. Select and use an appropriate medium for presenting ideas.	●	●	★	★
2. Construct appropriate visual aids such as maps, charts, graphs, pictures, illustrations and timelines, to support ideas.	●	●	★	★
3. Produce and display models, murals, collages, dioramas, artwork, cartoons, films, slides and videotapes to show learning.	●	●	★	★
WRITTEN				
1. Write ideas in correct sentences in one's own words.	●	●	★	★
2. Express ideas in clear, coherent paragraphs.	●	●	★	★
3. Write multiple paragraph compositions about a topic.	●	●	●	●
4. Use various methods for developing a piece of writing such as reasons, examples, sequencing and comparisons.	●	●	●	★
5. Write short reports, research papers and position papers.	●	●	●	●
6. Write independently to express one's views.	●	●	●	●
7. Write to support a position, using factual details or other methods of support such as examples and quoting authorities.	●	●	●	●
8. Select role, audience, format, topic and verb forms to express ideas for various purposes.	●	●	●	●
9. Revise and edit written work to achieve one's purpose.	●	●	●	●
10. Credit quoted and paraphrased material in writing – footnotes.	●	●	●	●
11. Prepare a bibliography of sources used in research.	●	●	●	★
12. Maintain well-written notebooks and class records.	●	●	●	★

PARTICIPATION SKILLS

(Interpersonal relations, group, social and political participation)

At the start of the skills section it was suggested that skills not be taught in isolation. Since this section involves personal behaviour when dealing with others, attitude and skill objectives are intertwined and developed simultaneously.

INTERPERSONAL RELATIONS	9	13	23	33
1. Show respect for the rights and opinions of others.	●	●	●	★
2. Interact with others in accordance with social rules.	●	★	★	★
3. Demonstrate willingness and ability to interact with others.	●	●	★	★
4. Respond voluntarily to the needs of others in distress.	●	★	★	★
5. Offer encouragement and approval to others.	●	●	★	★
6. Resolve conflict through compromise and cooperation.	●	●	★	★
7. Demonstrate the ability to disagree, when warranted, in an acceptable manner.	●	●	★	★
8. Display self-confidence and self-control.	●	●	★	★
9. Develop independent work habits.	●	●	●	★
10. Seek help when required.	●	●	★	★
GROUP PARTICIPATION				
1. Work effectively with others in a variety of group settings.	●	●	★	★
2. Participate in setting goals, rules and guidelines for group work.	●	●	●	★
3. Demonstrate an ability to follow group rules, keep to the task and abide by group decisions.	●	●	★	★
4. Accept the role of leader or follower, as the situation requires.	●	●	●	★
5. Contribute to group processes by providing supporting ideas, extending ideas, paraphrasing ideas and working toward consensus.	●	●	★	★
6. Make meaningful contributions to discussion and group work.	●	●	★	★
7. Participate as a group member in organizing and planning activities and in making decisions.	●	●	●	★
8. Participate in persuading, compromising, debating and negotiating to resolve conflicts and differences.	●	●	●	★
9. Distinguish between work that can be done efficiently by individuals and that which calls for group effort.	●	●	●	★
10. Identify, develop and apply leadership abilities.	●	●	●	★
SOCIAL AND POLITICAL PARTICIPATION				
1. Keep informed on issues that affect society.		●	●	★
2. Identify situations in which social action is required.		●	●	★
3. Become involved in social and political processes.		●	●	●
4. Influence those in positions of power, to achieve social improvements.		●	●	●
5. Exercise the responsibilities, obligations and duties inherent in a democratic way of life.		●	●	●
6. Develop the personal commitment necessary for responsible community involvement.		●	●	●
7. Employ public and private services to assist in solving individual or community problems.		●	●	★
8. Develop self-direction and self-discipline required to achieve goals.		●	●	●

INQUIRY STRATEGIES

(Processes for problem solving and decision making)

Inquiry strategies are combinations of discrete skills used to answer questions, solve problems and resolve issues. In the senior high program we want students to develop critical and creative thinking strategies as well as problem-solving, decision-making and inquiry strategies.

CRITICAL THINKING

Critical thinking includes a number of skills involved in problem solving and decision making. All of those processes are listed elsewhere in this skills document, particularly under analysing and evaluating. Key critical thinking skills include:

	9	13	23	33
1. Distinguish between facts and values.	●	●	★	★
2. Determine reliability of data.	●	●	●	★
3. Determine the accuracy of data.	●	●	●	★
4. Distinguish between relevant and irrelevant information.	●	●	●	★
5. Detect bias in materials.	●	●	●	★
6. Determine the strength of an argument.	●	●	●	★
7. Consider personal values as a guide to decision making.	●	●	★	★
8. Examine and assess a variety of viewpoints on issues before forming an opinion.	●	●	●	★
9. Examine evidence and consider alternatives before making a decision.	●	●	★	★
10. Identify, use and evaluate various approaches to solve problems.	●	●	●	★

CREATIVE THINKING

Creative thinking includes the cognitive behaviours of novelty and insight. The processes are used to create new thought patterns, unique products and innovative solutions to problems. Many of these behaviours are idiosyncratic and as a result are difficult to define and reproduce. However, instruction should develop creative thinking behaviours by engaging students in activities:

	9	13	23	33
1. Brainstorm to collect novel and wide-ranging ideas.	●	●	★	★
2. Visualize a unique way of performing a task.	●	●	●	★
3. Predict a trend in society.	●	●	●	★
4. Develop an analogy to show relationships in a new light.	●	●	●	★
5. Create a metaphor to describe a situation or occurrence.	●	●	●	★
6. Produce a model to demonstrate learning.	●	●	●	★
7. State intuitive thoughts that may reveal new insights.	●	●	★	★
8. Develop innovative approaches in learning.	●	●	●	★
9. Demonstrate independence of thought.	●	●	★	★

PROBLEM SOLVING

Problem solving is a strategy of using a variety of skills to answer a question or solve a problem (who, why, what, where, when and how).

	9	13	23	33
1. Define a problem question.	●	●	★	★
2. Develop questions or hypotheses to guide research.	●	●	●	★
3. Gather, organize and interpret information.	●	●	★	★
4. Develop a conclusion/solution.	●	●	★	★

DECISION MAKING

Decision making is the strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should) and that requires a decision for action.

	9	13	23	33
1. Identify an issue.	●	●	★	★
2. Identify possible alternatives.	●	●	★	★
3. Devise a plan for research.	●	●	★	★
4. Gather, organize and interpret information.	●	●	★	★
5. Evaluate the alternatives using collected information.	●	●	●	★
6. Make a decision, plan or take action consistent with position held if desirable or feasible.	●	●	★	★
7. Evaluate the action plan and the decision-making process.	●	●	●	★

SOCIAL INQUIRY PROCESS

The social inquiry process is a specific strategy for investigating and, where possible, resolving social issues.

	9	13	23	33
1. Identify and focus on the issue.	●	●	★	★
2. Establish research questions and procedures.	●	●	★	★
3. Gather and organize data.	●	●	★	★
4. Analyse and evaluate data.	●	●	●	★
5. Synthesize data.	●	●	●	★
6. Resolve the issue (postpone taking action).	●	●	●	★
7. Apply the decision.	●	●	●	★
8. Evaluate the decision and process.	●	●	●	★

Supervisor's Manual: A Guide to the Distance Learning Modules

A chart, correlating the relationship between the Program of Studies (knowledge, skill and attitude objectives), Distance Learning Modules, basic learning resources and the *Social Studies 13/23/33 Teacher Resource Manual*, is being developed. The Social Studies 23/33 Distance Learning Modules are not yet completed. When they are ready, the correlation guide will be completed and distributed using the initial distribution list for this TRM. This guide will also be available through LRDC.

THE GOALS OF BASIC EDUCATION FOR ALBERTA

INTRODUCTION

Goals are statements which indicate what is to be achieved or worked toward. In relation to basic education, goals serve several functions:

(1) they identify the distinctive role of the school and its contribution to the total education of youth.
(2) they provide purpose and direction to curriculum planning, implementation and evaluation.
(3) they enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and minor adjustment of the basic goals may be required from time to time to keep pace with social change.

This statement of goals is to direct education for Grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education – the learning which occurs in school influences and is influenced by what is learned outside the school.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- Develop competencies in reading, writing, speaking, listening and viewing.
- Acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national and international emphasis in each.
- Develop the learning skills of finding, organizing, analyzing, and applying information in a constructive and objective manner.
- Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.
- Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels.
- Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- Develop intellectual curiosity and a desire for lifelong learning.
- Develop the ability to get along with people of various backgrounds, beliefs and lifestyles.
- Develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.
- Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
- Develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society.
- Develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors.
- Develop an appreciation for the role of the family in society.
- Develop an interest in cultural and recreational pursuits.
- Develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.
- Develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order that he might fulfill his personal aspirations while making a positive contribution to society.

DEVELOPING DESIRABLE PERSONAL CHARACTERISTICS

The following extract can be found in all three Programs of Studies for elementary, junior high and senior high schools of Alberta.

The statement outlines the Government of Alberta's position with respect to the role that schools play in developing desirable personal characteristics among children of school age.

Developing Desirable Personal Characteristics

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. **Ethical/Moral Characteristics**

Respectful – has respect for the opinions and rights of others, and for property.
Responsible – accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/Just – behaves in an open, consistent and equitable manner.
Tolerant – is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.
Honest – is truthful, sincere, possessing integrity; free from fraud or deception.
Kind – is generous, compassionate, understanding, considerate.
Forgiving – is conciliatory, excusing; ceases to feel resentment toward someone.
Committed to democratic ideals – displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal – is dependable, faithful; devoted to friends, family and country.

2. **Intellectual Characteristics**

Open-minded – delays judgments until evidence is considered, and listens to other points of view.
Thinks critically – analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
Intellectually curious – is inquisitive, inventive, self-initiated; searches for knowledge.
Creative – expresses self in an original but constructive manner; seeks new solutions to problems and issues.
Pursues excellence – has internalized the need for doing his/her best in every field of endeavour.
Appreciative – recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

3. **Social/Personal Characteristics**

Cooperative – works with others to achieve common aims.
Accepting – is willing to accept others as equals.
Conserving – behaves responsibly toward the environment and the resources therein.
Industrious – applies himself diligently, without supervision.
Possesses a strong sense of self-worth – is confident and self-reliant, believes in own ability and worth.
Persevering – pursues goals in spite of obstacles.
Prompt – is punctual; completes assigned tasks on time.
Neat – organizes work in an orderly manner; pays attention to personal appearance.
Attentive – is alert and observant; listens carefully.
Unselfish – is charitable, dedicated to humanitarian principles.
Mentally and physically fit – possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

Appendix VI

OTHER HELPFUL SOURCES

A number of sources whereby additional information may be obtained regarding teaching social studies are listed below:

1. ACCESS Media Resource Centre
   295 Midpark Way S.E.
   Calgary, Alberta
   T2X 2A8
   Phone: 256-1100 (in Calgary)
   1-800-352-8293 (outside Calgary)
   Telex: 03824867

   a) Social Studies Grades 1-12, 1988 (Revised)
   This package contains a print component consisting of an "Inservice Presenters' Manual," Transparency Masters and Duplicating Masters. The video component includes two 20-minute videos: Video 1: "Overview of the Social Studies Program" and Video 2: "Encouraging Thinking."

   b) Social Studies Grades 1-12, 1989: Senior High Social Studies
   This package contains a print component, "Orientation Package for Inservice Sessions" and a 30-minute videotape (Video 5: "Senior High Social Studies").

2. Central Support Services
   Box 14
   11160 Jasper Avenue
   Edmonton, Alberta
   T5K 0L2
   Phone: 427-7224

   a) *Essential Concepts, Skills and Attitudes for Grade Twelve*, May 1987, Alberta Education.
   This document explains the most important things our students should learn in school.

   b) *Guide to Education: Senior High School Handbook*, Alberta Education (new edition yearly).
   This document includes information regarding regulations and guidelines pertaining to the operation of Alberta senior high schools.

   c) *Senior High Social Studies Program of Studies*
   These documents outline the mandatory requirements for Social Studies 10/20/30 and Social Studies 13/23/33.

3. Learning Resources Distributing Centre
   12360 – 142 Street
   Edmonton, Alberta
   T5L 4X9
   Phone: 427–2767
   Fax: 422–9750

   a) *Buyer's Guide* – LRDC
   The guide provides a product listing of all learning resources that the LRDC carries in active stock so customers can easily purchase the required education resources.

   b) *Focus on Research: A Guide to Developing Students' Research Skills*, 1990, Alberta Education.
   This monograph outlines a resource-based model that provides a developmental approach to teaching students how to do research.

c) *Students' Interactions: Developmental Framework: The Social Sphere*, March 1988. Alberta Education
This monograph provides information on the student as a social being.

d) *Students' Physical Growth: Developmental Framework: Physical Dimension*, July 1988, Alberta Education
This monograph describes Alberta Education's position on the physical growth of students.

e) *Students' Thinking: Developmental Framework: Cognitive Domain*, March 1987, Alberta Education
This monograph delineates the development of stages and processes through which students progress.

4. Social Studies Consultants (Alberta Education)
If further information is required, please contact your regional office social studies consultant. Addresses and phone numbers of the regional offices of Alberta Education are listed below:

Calgary Regional Office
Alberta Education
615 MacLeod Trail, S.E.
Calgary, Alberta T2G 4T8
(403) 297-6353

Edmonton Regional Office
Alberta Education
7th Floor
Westcor Building
12323 Stony Plain Road
Edmonton, Alberta T5N 3Y5
(403) 427-2952

Grande Prairie Regional Office
Alberta Education
12th Floor, 214 Place
9909 – 102 Street
Grande Prairie, Alberta T8V 2V4
(403) 538-5130

Lethbridge Regional Office
Alberta Education
Provincial Building
200 – 5th Avenue South
Lethbridge, Alberta T1J 4C7
(403) 381-5243

Red Deer Regional Office
Alberta Education
3rd Floor West, Provincial Building
4920 – 51 Street
Red Deer, Alberta T4N 6K8
(403) 340-5262

5. REGIONAL FILM CENTRES

ZONE 1

Zone One Regional Film Centre
P.O. Box 988
10020 – 101 Street
Peace River, Alberta
T0X 2X0
(403) 624-3187
RITE: 120-0111

Zone 2/3

Central Alberta Media Services (CAMS)
2017 Brentwood Boulevard
Sherwood Park, Alberta
T8A 0X2
(403) 464-5540
467-8896

Zone 5

South Central Alberta Film Federation (SCAFF)
Westmount School
Box 90
Wheatland Trail
Strathmore, Alberta
T0J 3H0
(403) 934-5028

ZONE 6

Southern Alberta Regional Film Centre (SARFC)
McNally School
P.O. Box 845
Lethbridge, Alberta
T1J 3Z8
(403) 320-7808
RITE: 181-0111

Zone 4

Alberta Central Regional Education Services (ACRES)
County of Lacombe
Bag Service 108
5140 – 49 Street
Lacombe, Alberta
T0C 1S0
(403) 782-5730

6. URBAN FILM CENTRES

Learning Resource Service
County of Strathcona
2001 Sherwood Drive
Sherwood Park, Alberta
T8A 3W7
(403) 464-8235

Coordinator for Instruction
Red Deer Public School Board
4747 – 53 Street
Red Deer, Alberta
T4N 2E6
(403) 343-1405

Instructional Materials
Calgary Separate School Board
6220 Lakeview Drive S.W.
Calgary, Alberta
T3E 6T1
(403) 246-6663

Education Media
Calgary Board of Education
3610 – 9 Street S.E.
Calgary, Alberta
T2G 3C5
(403) 294-8540

Learning Resources Consultant
Edmonton Public School Board
Centre for Education
One Kingsway Avenue
Edmonton, Alberta T5H 4G9
(403) 429-8320

IMC Manager
Medicine Hat School District
601 First Avenue S.W.
Medicine Hat, Alberta
T1A 4Y7
(403) 526-1323

Curricular Resources
St. Anthony's Teacher Centre
10425 – 84 Avenue
Edmonton, Alberta
T6E 2H3
(403) 439-7356